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TIP

The Industrial-Organizational Psychologist

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A MESSAGE FROM YOUR PRESIDENT



Happy New Year SIOP Family!

Eduardo Salas

I hope all of you had wonderful and peaceful holidays with family and friends, and that this New Year brings happiness and prosperity to all of you. So, here is to a productive, rewarding, healthy, and fulfilling year (a toast)!

We, the SIOP family, have much to be thankful for and celebrate. This past year we had a successful 25th SIOP conference, published several volumes from our two book series, ran the 6th Leading Edge Consortium with overwhelming success and praise, saw our members receive notable awards and recognition, continue to improve our internal SIOP administrative processes, and, probably most important, touched thousands of undergraduates, graduates students, scholars, executives, managers, consultants, and everyday citizens with our science and our practice. We are having an impact (and, of course, more is needed). Our science and practice contributions are sometimes subtle and sometimes overt, but we are reaching many, indeed we are! And for that, we ought to celebrate.

Our science and practice has been felt in all areas of the workplace and beyond: in executive boards, in our courts, on the flight decks, in hospitals, on the front line, on the production or service floors, in corporate and government offices, and in our classrooms. Just stop for 20 seconds now and reflect on this...think about what we do and how we do it...there should be a smile in your face...and some sense of gratification. But, I believe our best is yet to come. The journey continues. Our Executive Board and committees continue to seek out ways for us to have an impact in the workplace and beyond. We are making progress, slowly perhaps, but progress nonetheless. We continue to make inroads with our activities and create a path for success. However, I believe (and hope you do too) the best of who we are as scientists and practitioners has just begun. And yes, it's a journey. A journey worth embracing, sustaining, joining, pursuing, and of course, worth celebrating.

Probably the next time we see each other will be at our next "family reunion," the 26th SIOP conference in Chicago. We may have a record setting attendance. We already have the most submissions ever (over 1,400!). Whether you are presenting this year or not, we all matter. We are "a family." We all participate and have opportunities to learn, interact, educate, and challenge one another during our annual gathering. It is at our "reunion" where we come together as one—as I-O psychologists (or I-O psychologists in training). As with any large family we have our differences, but we share one important thing in common—our passion for I-O psychology, the profession. We are passionate about who we are and what we do as a science and as practice. We are one. We are I-O psychologists. That is how I see it, I hope you do too.

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Across the Great Divide

Lisa A. Steelman
Florida Tech

Are you on the “I-side” or the “O-side”? Academic or practitioner? I specialize in industrial psychology. My specialty is work/organizational psychology. These sentences represent common vernacular here in Division 14, something we are socialized into almost from day 1 of graduate school.

However, as I read the articles and columns in this edition of *TIP* I am struck by the fact that despite our differences (and of course there are a lot of reasons to value our diversity), we have a lot in common: Scientists, practitioners, and students are all thinking about closing the perceived gap (to borrow a term from **Joan Brannick’s Practitioners’ Forum** column) between science and practice; many of us identify ourselves similarly, as scientist-practitioners; and whether we teach, consult, or study, we all hope to have an impact on those around us.

Much is made of the divide between science and practice, and several contributions to *TIP* touch on this issue. One theme I take away from the articles and columns in this edition is that of “appreciate and collaborate.” We can learn a lot from our diversity (appreciate), as well as from working together to solve the research and practical problems of the day (collaborate). I hope that this and subsequent *TIPs* give you new ideas for how to appreciate and collaborate with others in the field. In this spirit, I encourage you to use *TIP* as a forum to write about what interests you most. What are scientists studying, and how can it benefit practice? What key business issues are practitioners working on, and how can research help develop reasonable solutions? By engaging in this forum we can all help to bring science and practice closer together.

Ever true to the theme of his presidency, **Ed Salas** would probably say “Get on the train, we are all I-O psychologists!” All aboard...

Feature Articles

Kevin Kramer discusses HR outsourcing and how I-O psychologists can play a role and have an impact on strategic business decision making. He challenges researchers and practitioners alike to apply I-O principles in new ways.

In the next two articles **Dale S. Rose**, **Andrew English**, and **Christine Thomas**, a team of practitioners, and **Kristin R. Sanderson**, **Chockalingam Viswesvaran**, and **Victoria L. Pace**, a team of researchers, discuss applications of technology to I-O, 360-degree feedback, and unproctored Internet testing respectively. Technological changes are affecting how we all work,

and only by working together will we be able to establish recommendations and best practices in the multitude of areas that technology touches.

Next, **Eric Heggestad** and **Lisa Finkelstein** provide a very interesting analysis of survey results from participants of the last two SIOP conferences. They compare the activity and reactions of those who self-identify as practitioners to those who self-identify as scientists. They report some expected differences in conference activity and some perhaps unexpected similarities in conference satisfaction. Check it out.

Abby Mello and **Matthew Fleisher** provide a new report on the perennial issue of graduate student perceptions of the science-practice balance in grad programs. They take a different approach by looking at the relationship of research experience in grad school to perceptions of success and preparedness for academia and practice.

Editorial Columns

Once again the Editorial Board has come through with a terrific set of columns. There is something here for everyone. Brannick (**Practitioners' Forum**) and **Rob Silzer** and **Rich Cober** (**Practice Perspectives**) are all thinking about the perceived science-practice gap and how to reduce it. They present different and thought-provoking comments from the practitioner perspective on how to reduce the science-practice gap. Although we are familiar with the diversity between groups (academics and practitioners), these columns also remind us that there is substantial diversity within groups, and all provide some good ideas upon which we can reflect.

Jamie Madigan and **Tomas Giberson** (**Good Science—Good Practice**) follow this up by providing another solid discussion and synthesis of the practical implications of recent research articles. These columns should be a “must read” as summarizing research articles is one method to stimulate conversation across the divide.

Also of interest is **Stuart Carr's** (**Pro-Social I-O—Quo Vadis?**) interview with Bailey Klinger about the use of psychometric tests to make financing decisions for small and medium enterprises in low-income settings. **Scott Highhouse** and **Art Gutman** (**History Corner**) provide somewhat competing perspectives on the reason for the inclusion of sex in Title VII. **Lori Foster Thompson's** (**Spotlight on Global I-O**) is turned to the northern lights in Finland and **Lily Cushenberry** (**TIP-TOPics**) writes about the challenges and rewards of managing an active research lab. Gutman and **Eric Dunleavy** (**Legal Front**) discuss two retaliation cases being reviewed by the Supreme Court.

Satoris Culbertson (**Academics' Corner**) discusses an issue that hits close to home for academics and practitioners alike, completing a dissertation remotely. **Marcus Dickson** (**Max Classroom Capacity**) turns the keyboard over to **John Binning**, winner of the 2009 SIOP Distinguished Contributions in Teaching Award, who provides an engaging discussion of his teaching phi-

losophy. **Milt Hakel (SIOP Foundation)** discusses some charitable contribution options to consider when estate planning.

News & Reports

There is a lot going on within SIOP. Read the **News and Reports** to learn about a new program to recognize SIOP members who exemplify the merging of science and practice in their work (**Presidential Coin**), a summary of the successful Leading Edge Consortium on developing and enhancing high-performance teams, a preview of SIOP's 26th annual conference in Chicago, and a report from our representatives at the APA Council Representatives meeting.

As always, feel free to contact me any time at lsteelma@fit.edu.

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Industrial-Organizational (I-O) Psychology's Contribution to Strategic Human Resources Outsourcing (HRO): How Can We Shape the Future of HR?

Kevin Kramer¹

Accenture

Our “profession,” broadly defined as industrial-organizational (I-O) psychology and human resources (HR) management, is evolving in ways of which we never dreamed. Driven by technology advancements, globalization, cost pressures, and changing workforce demographics (Cascio, 2003), we are experiencing an unprecedented shift in how HR professionals deliver human capital services and in who employs them. That shift, which is the highest impact HR industry trend in 20 years, is HR outsourcing (HRO). As HRO becomes more predominant in large organizations, I-O psychologists, with our unique competencies and perspectives, can play a meaningful role and strategically impact this major workforce trend.

The purpose of this article is to explore the following topics:

- Introduction to human resources outsourcing (HRO)
- Executive priorities for HR and talent management
- Opportunities for I-O psychology to create more HR value
- How I-O psychology can shape the future of HRO

The introduction to HRO provides a baseline explaining what HRO is and is not, and gives a quick primer of the key considerations from this industry. The human capital and talent management priorities of top corporate executives give us insight into why HRO trends are important to our profession. The section on opportunities for I-O psychology to create more HR value explores those places within the broader HR industry where we can deliver stronger business results and have executive-level impact. We have an opportunity to shape the future of the HR industry, or alternatively, we will be pulled along by current trends. It's up to us, and our basic awareness and involvement with key HR trends is the first step.

Introduction to Human Resources Outsourcing (HRO)

The term outsourcing is used liberally in business today. Specifically, human resources outsourcing (HRO) connotes a coordinated, usually multifunction, multiyear contract to transition HR activities from a client organization to an HR service provider. HRO contracts tend to be large scale, although HRO activity for small and midsize firms increased in 2008 and 2009. Although pricing models vary depending on service provider and client environments, HRO contracts

¹ Kevin Kramer, PhD, is director of Human Capital at Accenture, a global management consulting, technology services, and outsourcing company. Kevin wishes to acknowledge his I-O colleagues **Tasha Eurich**, **Martin Lanik**, and **Tommie Mobbs**. Without their involvement and interest in this topic, I probably would not have written this paper. Thank you!

often are fee for service up to a fixed price ceiling, and sometimes HR strategy or HR information system (HRIS) design pieces are priced as time and material or cost reimbursable. The larger, more complex contracts tend to be 5- to 7-year deals that deliver several key HR functions, such as recruitment and staffing, operating HRIS (commonly PeopleSoft, Oracle, or SAP), HR transaction processing, payroll, or delivering training and learning activities. Effective HRO relationships require executive-level sponsorship, strong program managers on both client and provider sides, and implementation of enforceable statements of work (SOW) and measurable service-level agreements (SLA) to ensure that the client company is getting the HR services they require under the contract. Outsourcing takes HR functions that were the client company's back office and transfers them to the service provider's front office. Often I hear business professionals say they are "outsourcing" one or two HR positions when actually they may mean that their company is using temporary staffing or staff augmentation for a short-term HR support need versus engaging in a long-term "true" HRO contract.

HRO providers vary widely in their delivery capabilities and in the HR specialty areas they serve. Within the global HR transformation market, the large outsourcing firms have greater presence and critical mass to support the most complex HRO projects. To achieve executive priorities for HR transformation, HRO efforts often include strategic HR assessments, HR program development, HR shared-services design, outsourcing key HR functions, or, in a growing number of companies, outsourcing entire HR functions.

History of HRO. Starting in the 1960s to 1970s, the earliest forms of outsourced HR services provided HR assistance for company payroll or employee benefits. The late 1990s marked the beginning of large multifunction HRO as we know it today. In 1999, two HRO contracts were awarded, and in 2000 six more contracts were awarded. Since then, approximately 280 large multifunction HRO contracts have been signed and implemented. To give an appreciation of the vast HRO industry today, leading HRO industry analysts predict an increase in global HRO services from \$27 billion in 2008 to \$34 billion in 2012, with an annual growth rate of 5.3% (Gartner, 2009).

HRO market outlook. It is interesting to note that seven publicized multi-function HRO deals were signed in 2008 versus 26 in 2007, marking a decline of 75%. However, the overall number of HRO contracts was down only 26%, indicating that many smaller contracts were signed. In 2009, there was less focus on large-scope HR transformational deals with up-front investments and more focus on "component" outsourcing contracts covering transactional processes. In 2009, payroll and benefits services maintained activity, with declines in talent management, recruiting, and learning, however I-O psychology-related services (talent management, recruiting, and learning) are expecting an increase in HRO activity in 2011. The firm ADP led deal signings in 2009 primarily providing payroll services, while the comprehensive HRO firms of Hewitt, IBM, and Accenture continued to account for over 50% of overall HRO market share in terms of annual contract value (International Data Corporation [IDC], 2009).

A growing area within HRO particularly relevant for I-O psychologists to contribute is recruitment process outsourcing (RPO). Although RPO creates tremendous business value by improving the quality of the organization's new hires and lowering recruitment costs (Pinstripe, HROA, & TPI, 2009), overall RPO activity slowed in 2009. Recruitment outsourcing for open positions should increase in 2011 if the global economy revives and high-volume hiring commences. Talent management was a hot topic with CEOs in 2009 and outsourced talent services should have seen activity, but due to the economic slowdown HR service providers tended to offer traditional outsourcing offerings, such as payroll or HR transaction processing.

Benefits of HRO. It is widely believed within the HRO industry that HR outsourcing can cut costs 10% to 30%, although these numbers vary by geography and organization. Cost savings continue to be an important but not the only driver of the HRO business case. Other major reasons that top executives continue to outsource HR services is that HR delivery transformation generally improves the organization's ability to recruit and manage talent, improves HR service quality, and can protect the company from potential lawsuits by standardizing processes, such as HR policy dissemination, recruitment and staffing, or performance assessments on a regional or global basis.

Shifting buyers of HR services. Due to globalization and workforce trends, the percentage of total HR work performed is shifting from corporate HR departments to large HRO providers. Historically, the primary customer of HR consulting and services has been the corporate HR department or company executives. As trends toward outsourcing continue, increasingly the direct buyer of specialty HR services will be the large HRO firms (to the extent they do not grow or acquire specialty HR capabilities within their HRO organizations). Therefore, it benefits I-O professionals to be aware of HRO industry trends and the major players in the HRO market so that those mutually benefitting business relationships between the HRO providers and the HR or I-O specialty providers can continue to expand.

Executive Priorities for HR and Talent Management

Continuing challenges of the global economy have caused many organizations to make difficult decisions regarding resource allocation, staffing, and workforce sizing for corporate functions (Corporate Leadership Council, 2009). During these challenging times, top executives continue to acknowledge effective talent management as a major source of modern competitive advantage. A recent Accenture study found that talent is among the top five issues on the minds of senior executives. In order of importance, executives listed: (1) attracting and retaining skilled talent, (2) managing change within the organization, (3) changing organizational culture and employee attitudes, (4) acquiring new customers, and (5) aligning people, processes, and technology to support business models. Of the top five issues, three of them deal directly with talent management (1, 3, and 5). The results of the study showed

that less than 15% of executives were satisfied with organizational progress or programs to improve these key talent areas (Accenture, 2008).

New HR delivery models. Over the last 10 years, CEOs have emphasized the efficiency of HR administrative and transactional operations through introduction of new HR service delivery models like shared services, Web self-service, call centers, and HR outsourcing. HR strategy suggests that the primary way for organizations and HR professionals to focus on talent management and high-value human capital work is to free themselves of administrative and transactional HR activities (Martin, Reddington, & Alexander, 2008). Although this varies widely by company and industry, there are some rough averages that HR experts use to gauge the amount of time and cost that HR professionals spend on strategic or talent management activities versus transactional and administrative work (Kramer, 2010). As illustrated in Figure 1, many firms spend approximately 30% of time and cost on strategy and talent management and nearly 70% on transactions and administration, resulting in the triangle HR model. Whereas high-performing organizations who transform their HR function through HRO efforts or shared service centers spend approximately 70% of time and cost on strategy and talent management and only 30% on transactions and administration, resulting in the diamond HR model.

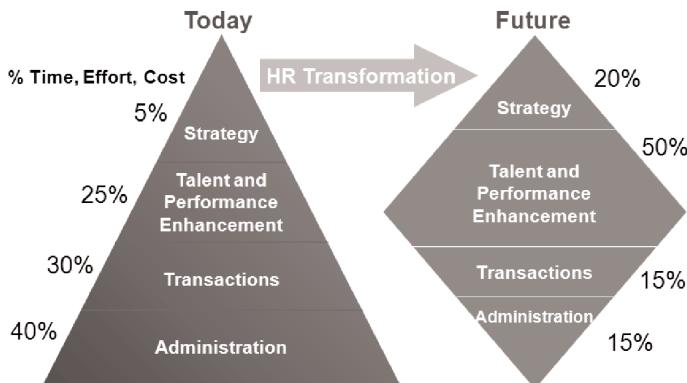


Figure 1: HR Transformation allows HR professionals to spend more time on workforce strategy and talent management.

Similarly, a respected market research firm surveyed 102 U.S.-based business executives about HRO services.² The survey showed that the primary drivers for HRO were internal cost savings mandate (55% of responses), decision to focus on company's core competencies (34%), need to reduce headcount (33%), and need to standardize HR practices globally (29%). Executives surveyed estimated expected cost savings at approximately 22% annually (IDC, 2009). From the CEO perspective, HRO will continue to be a key agenda item, and I-O psychology will benefit from being more involved and aware of these trends.

² Respondents worked in firms of 1,000 full-time equivalents (FTEs) or more and identified themselves as primarily involved with decision making for HRO services.

Opportunities for I-O Psychology to Create More HR Value

I-O psychologists are gaining greater opportunity to impact large-scale HRO transformation. At least 36% of I-O psychologists work in HR consulting or private business settings (SIOP, 2006). These I-O practitioners could have a large and direct impact on strategic HRO and related CEO-level business decisions.

I-O skills relevant to HRO. Anecdotally, I have observed over time that more members of our I-O and HR profession are working for mid- and larger size firms (via acquisitions and I-O industry consolidation) and are supporting new business areas that I-O psychologists traditionally have not supported. This situation presents opportunities for I-O professionals to use our broad analytical and problem-solving skills to deliver valuable work in strategic and operational business areas, such as HR operations management, HR process improvement, and HR outsourcing, which typically have been the purview of MBAs, master's in HR, or other HR professionals trained by years of practical work experience. As the HR industry moves away from a focus on "transactional HR" toward a more integrated concept of "strategic human capital" management, this offers opportunities to emphasize I-O analytical skills, such as HR analysis, enterprise-wide data integration, and designing and tracking business metrics, which I-O psychologists have been performing successfully for years. Although HRO customers over the past decade increasingly have required high-value HR and talent-management services from their outsourcing efforts, it does not appear that the global HRO firms have significantly increased their cadres of I-O psychologists to provide those high-value services. The large HRO providers tend to subcontract for I-O specialty services versus hiring and growing large groups of I-O consultants focused on HRO customer segments or industries.

Outsourced I-O work. Another way that I-O psychology has become involved in outsourcing is through an increasing number of I-O-based firms using outsourcing and offshoring delivery strategies to provide I-O consulting services to their clients. Although this outsourcing activity is on a smaller scale than most HRO deals, it is a notable trend in our industry. To substantiate this trend, Global Assessor Pool conducted a survey of 44 I-O service provider organizations in 2009. Of those I-O-based firms, 42% were multinational and were involved in delivering outsourced services such as: (a) employee selection (45%), (b) organizational change (39%), (c) testing and measurement (36%), (d) job analysis and competency modeling (32%), and (e) performance management (25%).

Further results indicated that 18% of I-O service providers currently offshore I-O work or plan to offshore I-O work in the next 12 to 18 months (Lanik & Putter, 2009).

Consolidation in the I-O consulting firm market is creating new opportunities for I-O psychologists to influence the services provided by the HRO industry. Within the past 5 years, there has been some significant consolidation, such as ICF International acquiring Caliber Associates, and Qwiz acquiring e-Predix and PDRI to form PreVisor. Although these firms have maintained their focus

on HR and I-O consulting services rather than pursuing HRO opportunities per se, some other consulting firms have strategically moved into the HRO market.

I-O activity in recruitment process outsourcing. RPO is a major area within HRO relevant to I-O psychologists. Kenexa is a notable firm with strong vision in the global RPO marketspace. Kenexa has capitalized on the merger of HR technology firms such as WebHire and BrassRing, StraightSource RPO solutions, and the deep I-O expertise of Gantz Wiley Research and Psychometric Services to form a unique and successful company that employs rigorous assessment methods to deliver quality new hires. Aon Consulting has built its RPO business through a combination of acquisition, new private-sector accounts, and several large contracts in the U.S. federal HR market. To start its RPO practice, Aon acquired the firm Selective Staffing from RPO pioneer Terry Terhark before he founded The Right Thing in 2003. Within the RPO space, Development Dimensions International (DDI) has built an impressive list of alliances with HRO providers such as Hewitt and The Right Thing, under which DDI can either provide RPO services directly or have their assessments integrated into the HRO firm's offerings. As an Oracle/PeopleSoft partner, DDI had its competency and development content certified as compliant with the PeopleSoft Human Capital Management (HCM) platform. This creates opportunities for DDI licensed content to be used in PeopleSoft-based HRO environments.

Several consulting firms with strong foundations of I-O psychologists, including Aon Consulting, Kenexa, and Select International, have been recognized by the HRO industry. This recognition includes being named to *HRO Today*'s Baker's Dozen list of the top 13 RPO service providers in either 2008 or 2009. In July 2010, Aon Corporation, parent of Aon Consulting, announced its intention to acquire Hewitt Associates for \$4.9 billion to expand the firm's global benefits, insurance, and multiprocess HRO businesses. The combined company will be named Aon Hewitt, and its revenues will be approximately 50% consulting services and 50% HRO (including RPO and benefits outsourcing). This represents a strategic move by Aon, making it a stronger HR consulting and outsourcing firm globally. Given Aon's background in I-O psychology, this merger may provide Aon with opportunities to leverage more I-O psychologists on future HRO and RPO programs.

Although outside the RPO domain, Accenture and IBM have developed strong market positions in business intelligence services focused on designing HR, financial, or information technology (IT) metrics and dashboards to improve business decision making. Increased demand from clients for HR and workforce analytics creates opportunities for Accenture to leverage additional I-O capabilities beyond its I-O professionals currently supporting HRO contracts that include HR analytics or talent consulting.

To keep these market developments in perspective, although the specialty I-O and HR consulting firms have provided quality services in HR content and program development, the large HRO firms have maintained their broad global impact on the direction of the HR services business. The HRO firms (such as Accenture, Aon Hewitt, IBM, and NorthgateArinso) maintain their

global impact because those firms shape and manage the most complex (multihundred million dollar, multiyear) outsourcing programs at leading firms such as Best Buy, British Telecom, Marriott, Proctor & Gamble, and Unilever. To give an example of the size of large HRO programs, Accenture's contract with Unilever, awarded in 2006, is one of the largest enterprise-wide HRO contracts ever awarded. Accenture is providing a broad range of HRO services ranging from recruitment to payroll processing and performance management in 100 countries. The 7-year contract covers 200,000 global workers and is estimated at over \$1 billion. This single outsourcing program equates to annual revenue of approximately \$140 million per year, which is larger than several midsize I-O consulting firms combined.

At present, the I-O profession has limited influence on the global direction of HR strategy and outsourcing. As I-O scientist-practitioners, we should work to improve our strategic position and value we provide to the executive leadership of our organizations. As a field, we need to increase the numbers of well-rounded I-O practitioners that can bring I-O discipline and methods further into the HR consulting and HRO mainstream.

I-O Psychology Can Shape the Future of HRO

The following recommendations may help I-O psychologists become more relevant to the strategic HRO industry and provide more value to the executive leadership of their organizations. Please consider the following:

- Learn more about your industry or agency: (a) Read about your industry in newspapers or industry publications, such as *Wall Street Journal*, *Business Week*, *Fortune*, *Government Executive*, or *HR Executive*; (b) attend conferences related to your industry versus only attending I-O or HR conferences. This breadth of knowledge will increase your overall credibility with executives and help you implement I-O based HR programs.
- Learn more about HR and human capital: (a) Consider joining the Society of Human Resource Management (SHRM), Human Capital Institute (HCI), HR People and Strategy (HRPS), or similar organization; (b) if you typically attend SIOP, try attending an additional HR conference, such as SHRM, HCI, and so on; (c) intermittently scan Web sites of leading “mainstream” HR consulting firms, such as Towers-Watson or Mercer; (d) intermittently scan Web sites of leading HRO firms to learn new HR trends.
- Improve your “business management” skills: (a) If you are in school, consider taking MBA level courses in management, finance, or technology as electives in your I-O program; (b) develop your business skills (such as project management, vendor management, contract management, and negotiation) and your relationship skills (such as communication, influencing, and managing people inside and outside your organization).
- Challenge yourself to apply I-O principles in new ways: (a) Attempt to develop service-level or business-unit performance metrics instead of traditional performance criterion development or workforce survey

analysis; (b) get involved in program management, such as staffing analysis, workload estimating, schedule and budget tracking, and performance metric tracking.

- Accept work assignments outside your comfort zone: (a) Consider managing other HR areas for a few years, such as recruitment (not selection), compensation, or training; (b) serve on HR task forces involved in HRIS implementations or HR/benefits vendor selection.
- Consider alternative career options. When considering career options, look closely at HRO firms and mainstream HR consulting firms in addition to the traditional I-O employers and research universities.
- Consider I-O and HRO research topics. Some interesting research has been conducted on I-O involvement in HRO (Eurich, Lanik, Kramer, and Mobbs, 2010). However, it would be valuable to know much more about the relationship between I-O and HRO. For example, how many I-O psychologists work in the HRO industry? What roles do they play? To what extent are they impacting HR strategy and CEO level decisions? For the I-O psychologists that accept “nontraditional” assignments, how successful are they? If you are interested in conducting additional research in this area, please contact me (kevin.m.kramer@accenture.com).

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Taming the Cyber Tooth Tiger: Our Technology Is Good, but Our Science Is Better

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3D Group

Dropped calls. Corrupted files. Spam. Frozen computer screens. Incompatible file formats. Mandatory upgrades to software that works great as is.

If you ever find yourself wondering whether all this impressive technology is worth the fuss, it might help to reflect on an exhibit at SIOP's 20th anniversary annual conference in 2005. Tacked to a wall near the poster sessions was a complete factor analysis computed entirely by hand from sometime in the 1960s. It took up a space about 10 feet wide by 15 feet tall. We couldn't tell you what the topic was, but the sheer volume of paper with hand-written tables and text was impressive. Boy, those were the days, right?

Advancements in factor analysis computations illustrate one way in which technology really has made things a whole lot easier. But wait...how many of you have ever read a factor analysis that was done incorrectly or just didn't make sense? We didn't look carefully back in 2005, but it is a good bet that the factor analysis on the wall at that conference was well thought out BEFORE the analysis began. Although technology has definitely made our lives as I-O psychologists much easier, we do need to be careful not to let the glamour and the hype overshadow the true value we add as scientists and practitioners.

This may sound like sacrilege to all you iPhone, iPad, Blackberry, Facebook obsessed, technology-loving bloggers, but we would like to introduce a simple premise: When it comes to changing behavior in the workplace, the science behind I-O psychology is still king. Sure, we can automate a factor analysis so that it gets done faster. Certainly this increase in speed allows us to do more analyses, which then gives us the potential to speed up the net acquisition of knowledge in our field. But...how much *better* are these speedy analyses in terms of helping us to understand and predict workplace behavior? How well grounded in science are these click-and-go analyses?

As much as technology can make our work easier, I-O psychologists need to be careful not to let the tail wag the tiger.

As I-O psychologists we make a difference because of our deep knowledge of behavioral science. Our value comes from knowing what works best in the workplace not just what works fastest. Take leadership development for example. On one hand, the proliferation of online learning tools at your fingertips makes it easy to show nifty videos to leaders and link them to interesting articles. On the other hand, basic tenets of changing leader behavior remain unchanged. If you don't get leaders to commit to something specific, to value changing their behavior, and hold them accountable for measurable

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change then they won't change! In other words, goal setting is "SMART" because the research proves it is effective, not because it is convenient to access on the Internet.

Impact of Technology on 360-Degree Feedback

Rather than just rage against the machine, it might be more useful to give some detailed examples of areas where technology really has the potential to run amok. Although we could discuss a broad range of specialties across I-O psychology, we will instead focus on 360-degree feedback because it is what we live and breathe at 3D Group. We run into this "cyber tooth" tiger on a daily basis, and we can provide richer detail on 360-degree feedback than on some other specialties.

360-Degree Feedback in a Nutshell

By soliciting observations from multiple raters, 360-degree feedback allows an individual (usually leaders) to understand how their behavior is perceived by others internal or external to their organization. Feedback from the varied sources provides unique insight into the leadership behaviors desired by an organization to meet its vision, mission, and goals. Under the right circumstances, research has demonstrated that 360-degree feedback can be a very effective tool for changing leadership behaviors (Bracken & Rose, in press; Church, Walker & Brockner, 2002).

The typical 360-degree feedback process involves multiple design decisions, which we will use to illustrate the myriad ways in which technology can be fantastic and/or catastrophic for changing behavior.

Phase 1: Select Survey Content

Technology has provided us the ability to choose among many competency libraries and survey-item banks for quickly customizing a survey for any organization or job. Literally, a custom survey can now be created in less than 10 minutes. It can be a little bit like shopping at Amazon.com: It's as easy as click and buy, click and buy. Unfortunately, the technology itself cannot provide evidence for the content validity of those survey items ("But they looked so good in my shopping cart!").

For example, let's look at the competency communication. Communication is multidimensional and comprises various behaviors such as listening, speaking, writing, and presentation skills. You could easily select survey items for only the speaking subdimension, and suddenly we are not truly measuring the construct of communication. And what about job relevance? For some jobs, public presentation might be critical and for others not relevant at all. The competencies and behaviors a survey measures should be carefully chosen through a systematic analysis of the organization's needs and/or the job in question. I-O psychologists have known this for decades, and clearly technology cannot make these decisions (nor has it improved our ability to make this decision wisely).

There are other issues beyond the actual survey content itself. Although many might believe that survey rating scales are “six of one, half dozen of the other,” research tells us otherwise. Different contexts call for different rating scales, as the type of ratings scale you select will impact 360-degree survey results (English, Rose, & McLellan, 2009). Although survey software can list dozens of options for the rating scale (“step right up, choose your scale, any scale will do”), a computer simply can’t decide which rating scale is best for a particular context or which rating scale will result in the greatest accuracy.

Phase 2: Rater Selection

The second phase typically consists of selecting the raters who will provide feedback for each 360 participant. In the 1980s, this task was an administrative nightmare. The participants had to distribute paper surveys themselves (via the postal service). In the 1990s, we graduated to mailing around floppy disks, and now, e-mail has made things much less messy (well, almost, there is that SPAM-filter thing). Although technology can expedite rater selection immensely, it can’t stand in for the human judgment that was at the core of the original method of paper-survey distribution. What technology can’t do is determine how suited a particular individual might be for providing useful ratings for a 360 participant. The database doesn’t know that Jane Doe spends most of her time in cross-functional teams where peer feedback would be much more helpful than simply selecting her formal peers from the organizational chart. It is critical in the 360 process to select a wide array of raters who are most familiar with the participant’s performance at work, so including only those people on the formal hierarchy may omit essential feedback for the leader. By excluding critical raters, the leader receiving feedback will find their data less credible and relevant, and will therefore be less motivated to use the information to guide change.

Phase 3: Survey Completion

Obviously, the advent of online surveys has greatly increased the efficiency of the survey completion phase for both participants and their raters. Both the completion and submission of survey responses require less time of raters and are more convenient. If asked to provide ratings for multiple individuals, raters can log into a dashboard where they can view a record of all their activities and keep track of how many surveys they have completed. The biggest problem we see with technology in this phase is the latest trend that moves beyond automating the delivery of the feedback and automates the actual feedback itself. Many systems now incorporate feedback wizards to “assist raters in providing feedback.” Yep, you read that right! Now raters don’t even need to write their own comments. They can quickly select a comment from a generic library and then leave it for the participant as their own feedback. You are the professionals here, so you tell us: Is it more motivating to read a “comment” that you know was just a multiple choice option, or is it

more motivating to know that your coworker actually wrote the words “you are a rock star of outstanding customer service”? In addition, isn’t the point of 360-degree feedback to gather a *wide* array of perspectives on an individual’s job performance? What happens to a leader’s motivation when two (or three, or six) people pick the same comment?

Another example is a technology used by some software firms that allows raters to provide feedback to multiple participants at the same time item by item (e.g., I provide feedback to Lisa, Richard, and Arthur on Item #1 before moving on to Item #2). Though this may make things easier and faster for raters, there is no clear understanding for how this might affect the measurement characteristics of the survey. For a more detailed discussion of this technology option in 360-degree feedback survey completion, check out David Bracken’s blog (Bracken, 2010).

Phase 4: Report Production

Clearly, technology has been a major factor in reporting. The data aggregation and computation of scores can be completely automated now. No need for a calculator (Does anyone still own a calculator?) or complicated Excel sheets anymore. Database software has made it possible with the click of a button to produce a beautifully formatted, highly accurate feedback report.

Unfortunately, in some cases, technology has encouraged what we refer to as “analysis on steroids” (forgive this metaphor, but we are in the Bay Area where stories about sports and steroids have been all too familiar recently). There is an endless array of bells and whistles available today to customize your final reports. We’ve seen so many “data rich” methods for presenting data we can’t keep count. Like overly rich food (Bay Area still...), too much of a good thing often doesn’t sit well. One of our favorite examples is a report that exceeds 100 pages! Now we know that most I-O psychologists eat this kind of thing up, but remember the typical leader does not spend his/her evenings perusing the works of Edward Tufte! The 360-degree feedback experience can be daunting for even the most confident leader. Imagine: You have data coming to you from everyone who knows you at work, and they can say anything they choose. It is easy to feel overwhelmed even before you open your report. Presenting a feedback report that consists of four different types of graphs, a legend with six options, multiple-rater and score distribution tables, and is 100 pages long is no way to help a leader become self-aware so they can change their behavior. 360-degree feedback data should be presented in an easy to interpret and meaningful manner that helps the leader accept the results. This is critical to ensuring an effective 360 program. So although technology enables us to quickly slice and dice the data to infinity with complete accuracy and precision, we must remember the purpose is to help leaders gain insight about their behavior, not impress them with our ability to analyze data. Whereas a programmer can generate zillions of fancy charts, graphs, and analyses, it takes a professional to know what data will best help a leader to change.

Phase 5: Feedback Delivery

Technology can make 360-degree feedback reports accessible within minutes of their completion. Again, this automation is great from an efficiency stand point, but let's not allow that capability to drive the process. The timing for releasing final reports to each participant is an important decision point that deserves careful consideration. If participants are scheduled to receive coaching 2 weeks after they complete their survey, it might be detrimental to release their reports 2 weeks beforehand. Why? Well, when a leader reads that they are in the bottom 20th percentile compared to their peers (or worse, a national sample), they might actually need some help trying to deal with it. It might be a good idea to have an expert available a couple days after they get their report, and unless you have hundreds of feedback facilitators sitting by the phone waiting for a call, you will need to schedule report delivery when the feedback facilitators are available.

In addition, to whom the reports should be delivered is an important consideration. Will human resources have access to the reports? Will the reports go to the manager? Gee, we could just e-mail them to all the direct reports at the same time they go to the leader (this is a great example of something a programmer might recommend that is so obviously flawed from our perspective it is hard to even imagine someone suggesting it).

Phase 6: Developmental Resources (Postfeedback Delivery)

Although we are always happy to hear that postfeedback developmental resources are being considered under any context, technology has even affected this phase of the 360 process. On-demand talent management and leadership development tools are now available offering a wealth of resources for improving one's performance. Although these tools can be beneficial, there are considerations that technology cannot address. One of the biggest issues is accountability. It is one thing to provide feedback recipients with access to online leadership development resources, but it is entirely different to build in accountability to ensure that they actually use the tools. A leader's boss needs to be involved to provide timely feedback on how and if behaviors are changing as planned. Although it's critical to get the individuals to actually use the online development tools in the first place, it is even more critical that they have some accountability for using the tools to create and sustain change.

Other Examples

The application of technology in I-O psychology can be seen across many areas beyond 360-degree feedback. A second example of how technology has reshaped our field is in testing and assessment. Technology has helped us in leaps and bounds here. Most assessment providers now offer equally sophisticated platforms for handling test delivery, data collection, scoring, and online reporting. While on the one hand it might appear that I-O knowledge is becoming embedded into these technology systems, there are trade offs to

consider. For instance online assessment platforms have made test security more complex. Not only are we concerned about test items being made public, but how can we be certain that the individual on the other end of the computer is actually the individual they say they are?

Technology has also radically changed implementation of employee surveys (satisfaction, opinion, engagement, etc.). Before the Internet, employees would be required to gather in large rooms at scheduled times during the work day, and we would hand out paper surveys for everyone. When finished, each employee dropped their survey in a large box that was taken off site by the outside firm for tabulating. We frequently saw response rates in the 90% range under this type of administration. Online survey administration has certainly sped up this process, but we now have to deal with lower response rates and less trust in the confidentiality of the process. Trust becomes a bigger issue with online administration because instead of tossing their unidentifiable surveys into a large box with hundreds of others, employees now get an e-mail directly. This is more convenient because they can complete the survey at 3 a.m. Sunday night (a shocking number of employees do this, by the way), but they may not feel quite as anonymous as they once did. This concern further highlights the importance of our profession. As professionals we are bound by our ethics not to divulge confidential data. In contrast, the software firms and programmers that design flashy widgets and survey gizmos are far more agnostic with respect to protecting survey data.

Another example is how technology has shaped public opinion polling. Person-to-person interviews and phone polling are becoming more obsolete. We've learned that technology has enabled us to collect and compile public opinion data more quickly and at a fraction of the cost of traditional telephone surveys. However, we know that the individuals who volunteer to participate in online polls sometimes have very different attitudes than the general public (The Pew Research Center, 1999).

Taking all of these examples together, it seems clear that whereas technology does open up many options, the true value I-O psychologists bring to organizations is our ability to choose among those options wisely based on our science. Although we "could" produce that 360 report with every bell and whistle available, "should" we?

Conclusion

Let's remember the value we bring to organizations as I-O psychologists is grounded in science, not technology: We mustn't let the tail wag the tiger. Technology knows nothing about theories of motivation, job satisfaction, leadership, or personnel selection. No amount of technology can design a job to be more intrinsically rewarding. And although technology provides immensely helpful tools for documenting and tracking our goals, it won't help us determine what types of goals to set for ourselves or our organization.

Of course, when SPSS releases its first iPad application for factor analysis, we'll be the first to download it!

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UIT Practices: Fair and Effective?

**Kristin R. Sanderson, Chockalingam Viswesvaran,
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The use of unproctored Internet testing (UIT) for employee selection is gaining prominence in organizations. In fact, research has shown that individuals prefer UIT to traditional written assessments due to the flexibility of testing administration and faster hiring decisions (Gibby, Ispas, McCloy, & Biga, 2009). Despite its growing popularity, there are salient issues for practitioners to consider when deciding to incorporate UIT into selection systems. In this article we will first summarize the advantages and disadvantages of UIT. This will be followed by a discussion of a major concern with UIT, applicant cheating. Next, we will describe many different methods that have recently been suggested to detect and deter cheating in UIT. Finally, we will conclude by reporting reactions of over 500 individuals regarding the fairness and effectiveness of such methods and the implications of these findings. The findings reported here can be used by organizations and test developers in designing UIT systems to minimize cheating and enhance test-taker perceptions.

Advantages and Disadvantages of UIT

Unproctored Internet testing offers many advantages. Utilizing UIT decreases costs and increases the speed and efficiency of preemployment testing by allowing applicants to access initial screening tools at the time and place of their convenience (Tippins et al., 2006). This process can conserve organizational resources as the applicant does not require the use of equipment or the time of a staff person as a proctor. The use of an online application and assessment procedure casts a wide net for recruitment, allowing individuals from any location to complete the initial assessment, which will likely substantially increase the diversity of the applicant pool (Tippins, 2009a). Implementing assessments through UIT also allows for easy altering of test content and scoring formulas if required.

Along with these advantages arise some unique concerns. There are test standardization issues to be considered when evaluating the scores from UIT. Using UIT ensures precise instructions, timing, and scoring, but environmental factors such as lighting, temperature, and the presence of others will vary by person (Reynolds, Wasko, Sinar, Raymark, & Jones, 2009; Tippins et al., 2006). In addition, all applicants may not have access to consistently functional and reliable computer hardware, software, and Internet connectivity, creating variability in testing conditions across applicants.

Arguably the greatest vulnerability of UIT is the extent to which applicants can engage in cheating, resulting in fraudulent test scores being used

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to inform selection decisions. Even when UIT is used to screen applicants, as opposed to a tool for making employee selections, unqualified applicants may advance to the next hurdle while more qualified applicants are dismissed. The degree to which cheating occurs in UIT is unknown. Nonetheless, it is expected that cheating is widespread across all levels of ability (Tippins, 2009b). In light of these issues, researchers and practitioners have recently suggested many methods to detect and deter applicant cheating and bolster the integrity of assessments administered in the absence of a proctor.

Methods to Detect Cheating

Among the suggested cheating detection methods are score verification, identity checks, response pattern analysis, statistical methods that examine item functioning, and restriction or monitoring of select computer functions. Verification of a successful applicant's score with the later use of a proctored test is frequently recommended (Bartram, 2009; Beaty, Dawson, Fallaw, & Kantrowitz, 2009; Burke, 2009). This method is effective in verifying the consistency of scores across testing administrations (Burke, 2009). Although this practice is widely accepted, it cannot detect cheating with absolute certainty. Differences in scores across administrations may be due to a variety of factors including practice and memory effects, changes in anxiety levels, health effects, and regression of scores towards the mean, all of which do not involve applicant cheating (Tippins, 2009a).

Some researchers recommend attempts to verify the test taker's identity through remote monitoring methods including webcam and audio monitoring, fingerprint scans, and retina scans. Further attempts at identification of the test taker's identity include biometric authentication of the test taker's typing patterns. When typing patterns are validated, the testing session will begin (Foster, 2009).

There are various methods of examining response patterns that can point to the likelihood of applicant cheating. For example, the application of algorithms can help to identify patterns of suspicious responding by flagging an individual for potential cheating when answering difficult questions correctly but easy questions incorrectly (Foster, 2009) or quick responses that are all correct (Burke, 2009). Comparing response patterns across applicants can identify possible collusion among individuals (Burke, 2009).

Recommended statistical methods to detect cheating include monitoring item drift, applying item response theory, and using logit analysis (Tippins, 2009a). These statistical methods may prove to be impractical as they require use of a large sample size to detect problematic patterns (Tippins, 2009a). Therefore, these methods prove difficult for small organizations that are not testing large numbers of applicants (Foster, 2009).

Methods to monitor and restrict capabilities of the test taker's computer have also been suggested (Foster, 2009). Unauthorized keystrokes can be prevented on the applicant's computer. For example, when initiating the UIT, the print screen option, copy and paste function, or access to the Internet brows-

er is disabled in order to prevent duplication of test content or outside assistance. In addition, a warning can be issued and the test administrator can be notified when an applicant attempts use of these functions (Foster, 2009).

Methods to Deter Cheating in UIT

Several methods to discourage the occurrence of cheating or faking in UIT have also been proposed. Recommendations for increasing the security of test content include the use of computer adaptive testing and sampling items randomly from a large bank of questions (Beaty et al., 2009; Drasgow, Nye, Guo, & Tay, 2009; Foster, 2009). Other efforts to increase the security of test content include requiring the applicant to enter a unique password in order to proceed with the assessment or using a unique single-use Web link for each applicant.

Issuance of a warning is likely to be effective because it may decrease the individual's belief in the ability to successfully cheat or fake the assessment, resulting in decreased intention to fake (Pace & Borman, 2006). Multiple types of warnings can be implemented. A commonly used type informs the applicant that methods are being used to detect cheating or faking. Frequently, the detection warning is combined with a warning that informs applicants that responses can be verified, and if falsification is detected, the applicant will suffer consequences (e.g., disqualification from the selection process). This type of warning, including both warning that detection methods are in place and outlining the consequences of faking, has been shown to be effective in reducing faking behavior in personality assessments (Dwight & Donovan, 2003; McFarland, 2003).

Several researchers suggest use of a warning that emphasizes responding honestly is in the best interest of the individual because the assessment will be used to identify applicants who are well suited for the job (Drasgow et al., 2009; Gibson, 2009; Hense, Golden, & Burnett, 2009; Pace & Borman, 2006). Pace and Borman (2006) describe two other methods that involve reasoning with the applicant. One such method informs the applicant that the assessment is being used as a fair process to inform the selection decision. An alternative method taps into an individual's moral conviction, emphasizing the applicant's personal belief that he/she is a good and honest person. Other researchers have recommended the use of an "honesty contract" (Burke, 2009) that requires the candidate to agree to a clearly defined explanation of the expectation that the applicant will respond honestly and without obtaining assistance of others.

Applicant Reactions

Although the use of these methods to detect and deter cheating can increase the integrity of UIT scores, the question remains as to how applicants will perceive such methods. Perceived fairness of selection procedures has important implications for organizations, including the applicant's intention to accept job offers and likelihood of recommending the organization to others (Hausknecht, Day, & Thomas, 2004). Examining the perceived effectiveness and fairness of the different proposed methods will help organizations and test

developers to design more effective UIT systems. It is possible that awareness of cheating detection and deterrence methods may increase applicant test anxiety or create a negative impression of the organization based on the idea that the organization is questioning the integrity of applicants. Conversely, the utilization of such detection procedures may in fact improve the applicants' perception of the organization, as some applicants will prefer that the organization ensure fairness in selection procedures. Because research into the effect of these methods on applicant reactions is limited, we examine here reactions to various methods recently suggested to detect and deter cheating in UIT. We also examine whether there are racial group differences in these perceptions.

To assess individual reactions to the methods described above, we surveyed 515 undergraduate psychology students at a large public university in the southeastern United States. Our respondents were primarily female (70%), Latin American (75%), and had an average age of 22 years. On average, they had applied for five jobs and nearly half (48%) had taken an unproctored Internet test when applying for a job or promotion.

Respondents were initially presented with a brief introduction on the use of UIT and the issue of cheating among applicants. This brief introduction provided the context for responses on the following scales. We reviewed the literature in order to compile a list of methods for both detecting and deterring cheating on unproctored Internet tests. A total of 14 methods to detect cheating and 10 methods to deter cheating were included in this study. Participants were asked to indicate how effective they believed each method to be for use with an unproctored job knowledge test in a selection context considering the extent to which the method identifies test takers who cheat and the extent to which the method prevents or deters test takers from cheating. Participants rated each item on a scale of 1 to 5 (1 = *very slightly or not at all effective*, 2 = *a little effective*, 3 = *moderately effective*, 4 = *quite effective*, 5 = *extremely effective*). Respondents were also asked to rate each method on how fair they believed that method to be for use with an unproctored job knowledge test considering how comfortable they would be with each method, the invasiveness of each method, to what extent the method is impartial and free of favoritism, and the appropriateness of each method in a selection setting. Participants rated each item on a scale of 1 to 5 (1 = *very slightly or not at all fair*, 2 = *a little fair*, 3 = *moderately fair*, 4 = *quite fair*, 5 = *extremely fair*).

The means and standard deviations for effectiveness and fairness ratings for methods of detecting cheating are shown in Table 1. The use of an Internet browser lockdown function was rated as both the most effective and the fairest method for detecting cheating. Measuring applicant response latencies was rated as both the least effective and least fair method for detecting cheating. The only notable exception was the use of webcams for remote monitoring. It was rated as the second most effective but only eighth in fairness. Descriptive statistics for effectiveness and fairness ratings of methods of deterring cheating are shown in Table 2. Providing a warning that both states

Table 1
Ratings of Methods to Detect Cheating

Item	Mean	SD	#
Utilizing browser lockdown functions preventing test taker from opening an Internet browser on the computer while the test is in progress.	3.86	1.10	1
Using webcams to visually monitor individuals taking the test from a remote location.	3.67	1.19	1
Utilizing machine lockdown functions preventing the test taker from opening applications and using the Alt+Tab function to switch applications on the computer while the test is in progress.	3.69	1.18	2
Monitoring and preventing use of unauthorized keystrokes including the copy/paste function.	2.96	1.39	8
Requiring a follow-up test with a traditional human proctor to verify scores.	3.63	1.12	3
Verifying the test taker's identity with the use of fingerprint scans.	3.60	1.17	3
Monitoring and preventing use of the Print Screen option on the computer while the test is in progress.	3.53	1.18	4
Using audio equipment to audibly monitor test takers taking the test from a remote location.	3.62	1.16	2
Verifying the test taker's identity by scanning the retina of the test taker's eye.	3.50	1.00	5
Monitoring the average number of individuals to correctly answer each question and checking if this average increases over repeated test administrations (implying that the test content has been leaked and disclosed to test takers).	3.26	1.23	5
Analyzing responses to look for evidence of information sharing among test takers by comparing patterns of right and wrong answers across applicants.	3.32	1.38	6
Utilizing online verification methods of the test taker's typing patterns to authenticate the individual's identity and allow access to test content. This process requires online registration including typing a predetermined phrase multiple times from which the individual's unique pattern of keystrokes will be analyzed.	2.99	1.39	7
Using computerized formulas to identify patterns of unlikely scores (many difficult questions answered correctly but many easy questions answered incorrectly).	3.31	1.25	7
Monitoring the amount of time it takes test takers to respond to each question, flagging those taking too much time to respond as potential cheaters.	3.58	1.18	4
Verifying the test taker's identity by scanning the retina of the test taker's eye.	3.21	1.25	8
Monitoring the average number of individuals to correctly answer each question and checking if this average increases over repeated test administrations (implying that the test content has been leaked and disclosed to test takers).	2.85	1.37	9
Analyzing responses to look for evidence of information sharing among test takers by comparing patterns of right and wrong answers across applicants.	3.13	1.44	9
Utilizing online verification methods of the test taker's typing patterns to authenticate the individual's identity and allow access to test content. This process requires online registration including typing a predetermined phrase multiple times from which the individual's unique pattern of keystrokes will be analyzed.	2.77	1.40	12
Using computerized formulas to identify patterns of unlikely scores (many difficult questions answered correctly but many easy questions answered incorrectly).	3.04	1.05	10
Monitoring the average number of individuals to correctly answer each question and checking if this average increases over repeated test administrations (implying that the test content has been leaked and disclosed to test takers).	3.06	1.14	6
Analyzing responses to look for evidence of information sharing among test takers by comparing patterns of right and wrong answers across applicants.	2.99	1.04	11
Utilizing online verification methods of the test taker's typing patterns to authenticate the individual's identity and allow access to test content. This process requires online registration including typing a predetermined phrase multiple times from which the individual's unique pattern of keystrokes will be analyzed.	2.82	1.17	10
Using computerized formulas to identify patterns of unlikely scores (many difficult questions answered correctly but many easy questions answered incorrectly).	2.81	1.21	12
Monitoring the amount of time it takes test takers to respond to each question, flagging those taking too much time to respond as potential cheaters.	2.81	1.30	11
Verifying the test taker's identity by scanning the retina of the test taker's eye.	2.65	1.06	13
Monitoring the average number of individuals to correctly answer each question and checking if this average increases over repeated test administrations (implying that the test content has been leaked and disclosed to test takers).	2.65	1.19	13
Analyzing responses to look for evidence of information sharing among test takers by comparing patterns of right and wrong answers across applicants.	2.48	1.20	14
Utilizing online verification methods of the test taker's typing patterns to authenticate the individual's identity and allow access to test content. This process requires online registration including typing a predetermined phrase multiple times from which the individual's unique pattern of keystrokes will be analyzed.	2.36	1.30	14

Notes. N = 515. # denotes rank of that method compared to all other methods to detect cheating.

Table 2
Ratings of Methods to Deter Cheating

Item		Effectiveness	Mean	SD	#
Providing a warning that both (a) states that detection methods are being used and (b) outlines the consequences of fraudulent responses.	Effectiveness Fairness	4.04 4.26	0.99 0.94	1	
Randomly selecting test questions from a large bank so that each test taker will be presented with a different mix of questions. This protects the test content and limits the ability for the test taker to share test questions with other people.	Effectiveness Fairness	3.88 4.06	1.03 1.02	2	
Providing a warning that outlines the consequences of fraudulent responses. This type of warning informs the test taker that they will be punished if they cheat (for example, test results will be invalidated and the test taker becomes ineligible for hire).	Effectiveness Fairness	3.86 4.22	1.02 0.98	3	
Providing a warning that informs the test taker that detection methods are being used, informing the test taker that if they cheat, they are likely to be caught.	Effectiveness Fairness	3.80 4.20	1.03 1.00	4	
Utilizing a one time use link to the Web site to access the test. After the test is concluded the test taker cannot click the link to access it again or share it with others.	Effectiveness Fairness	3.61 4.03	1.11 1.02	5	
Providing a warning that informs the test taker that fraudulent responding is not in his/her best interest, as it may result in being selected for a job he/she is not well suited for.	Effectiveness Fairness	3.06 4.20	1.23 1.00	6	
Requiring a password (provided to the test taker by the organization) to access the test.	Effectiveness Fairness	3.04 4.04	1.20 1.07	7	
Providing a warning that informs the test taker that responding honestly is important because the test is being used by the organization as a fair process to select the best applicant for the job.	Effectiveness Fairness	2.87 3.99	1.30 1.08	8	
Requiring the test taker to sign an honesty contract, agreeing to answer test questions honestly and without assistance from others.	Effectiveness Fairness	2.87 3.80	1.30 1.21	9	
Encouraging the test taker to focus on the belief that they are a good and honest person prior to completing the test.	Effectiveness Fairness	2.52 3.73	1.26 1.24	10	

Notes. N = 515; # denotes rank of that method compared to all other methods to deter cheating.

detection methods are in place and outlines the consequences of cheating on the test was rated as both the most effective and fairest method to deter cheating. Instructing the applicant to focus on the belief that he/she is a good and honest person was rated as the least effective and least fair method for deterring cheating.

To determine whether there were differences in effectiveness and fairness perceptions across different racial groups, we computed the rank-order correlation of the different methods for Caucasian and Latin American respondents. For effectiveness ratings of methods to detect cheating, the correlation was .97; for methods to deter cheating, the correlation was .98. Similar analyses yielded correlations of .96 and .95, respectively, for fairness ratings. Thus, it appears that perceptions were comparable across the two groups.

Conclusions

Carefully administered UITs can facilitate the ease and speed of the hiring process for both organizations and applicants. However, practitioners must proceed cautiously in employing methods to detect and deter cheating in UIT to ensure applicants do not react negatively to such practices. Based on the results of this study, some methods to detect and deter cheating are perceived more favorably than others. The most effective methods to detect and deter cheating were generally also rated as the fairest methods. Likewise, the least effective methods to detect and deter cheating were also rated as the least fair methods. Although the effectiveness of each method should be empirically tested, it is important for practitioners to consider the applicants' perceptions of the effectiveness as well as the fairness of each method as these reactions can have important implications on perceptions of organizational attractiveness, intention to accept a job offer, and likelihood of recommending the organization to others.

It is noteworthy that the least favorably rated items to detect cheating are the methods that can point to the likelihood of cheating but cannot with absolute certainty identify cheaters (i.e., measuring response latencies and using algorithms to examine response patterns). It is recommended that researchers further investigate what specifically makes some methods unfavorable to applicants. It is possible that knowing responses will be scrutinized increases the anxiety of test applicants and thus contributes to negative perceptions. If this is true, and given empirical research that test anxiety differs across ethnic groups, it will be important to further investigate ethnic and gender differences in such perceptions.

Test publishers and organizations will also profit from an examination of the individual factors that may affect perceptions of the fairness and effectiveness of various methods to detect and deter cheating in unproctored Internet testing. Individual differences, such as personality variables, may impact an individual's ratings of the methods. In addition, we should investigate and understand the effect of job characteristics on perceptions of the fairness and effectiveness of these methods. Job factors such as access to confidential

information or responsibility for the safety and security of others may influence individual reactions to the use of cheating detection and deterrence methods. It may be that individuals will consider some of the more invasive methods (e.g., fingerprint scanning, webcam monitoring, etc.) to be more sufficiently justified when used in the selection process for a high-stakes job.

A consideration of many interacting factors, including empirical evidence of effectiveness and fairness of UIT-related methods as well as applicant perceptions, is necessary when deciding to implement UIT. Although the validity and integrity of UIT responses may be of primary interest, researchers and practitioners should also further investigate differences in reactions to the methods described in this paper and look to the organizational justice research when designing UIT systems. A thorough understanding of applicant perceptions is necessary in order to develop best practices for UIT that will lead not only to optimal predictive validity but also to favorable employee and public perceptions of administering organizations. Given the economic constraints many organizations continue to experience, UIT has its place in the future of selection. Professionals in the field of industrial-organizational psychology have a unique opportunity and responsibility to educate organizations on the appropriate implementation of this practice.

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Practitioners and Academics at the SIOP Conference: What We Do and What We Think About It

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SIOP President **Eduardo Salas** has established the celebration of both our science and our practice as a theme for his presidential term. As Eduardo described in his October presidential *TIP* column, the science *and* practice of I-O psychology make valued contributions to the world of work. We need to celebrate these distinct ways of contributing to our field, and we can't do that with an "us vs. them" mentality. Of course, we aren't without differences; our diversity is also something to celebrate. As Conference chair (Lisa) and chair of the Conference Evaluation Committee (Eric), we thought that we would look at the data from the postconference surveys to examine the similarities and differences in the extent to which academicians and practitioners experience the SIOP conference.

Before we get to the meat of our discussion, however, some background and basic information is necessary. Although SIOP has done postconference surveying over the years, the process was formalized in 2008 when **Julie Olson-Buchanan** (then chair of the Conference Committee) asked Eric Heggestad to develop and chair a conference evaluation committee. In both 2009 and 2010 (New Orleans and Atlanta), the survey was initiated within a week of the end of the conferences. Although the plan is that a core of items will remain the same from year to year so that we can monitor and track your satisfaction with the conference, there will be enough flexibility to allow the questionnaire to evolve as new issues and ideas emerge.

Our goal in this article was to pull information from the 2009 and 2010 surveys to examine how individuals who identify themselves primarily as academicians and those who identify themselves primarily as practitioners experience and view the conference. In 2009, 949 (28% response rate) individuals responded to the postconference survey. Of these, 306 reported that they were primarily practitioners and 239 reported that they were primarily academicians. The remainder were Student Affiliates; although an important group that SIOP considers when evaluating the results of the survey, we won't present data from the Student Affiliates in this article as we are explicitly focusing on comparisons between academicians and practitioners. In 2010, 835 (22% response rate) individuals responded to the postconference survey. Of these, 308 reported that they were primarily practitioners and 180 reported that they were primarily academicians.

Our Different Conference Experiences

Based on our examination of the data, it appears that there are some notable differences between academicians and practitioners in how they SIOP (yes, we just made that a verb) and the topic areas that they would like to see on the program. In 2010 we included items on the survey that asked you to tell us whether or not you attended sessions of various types (i.e., symposia, posters, theme tracks, etc). We didn't ask frequency of attendance at the various sessions types, only whether or not you had attended each. Table 1 shows the proportions of respondents in each group who indicated that they had attended each of the various session types. As can be seen, practitioners were notably more likely to register for and attend a preconference workshop, a finding we would expect. Academicians were more likely to report that they had attended a symposium in which they were not presenting. Likewise, academicians were also more likely to attend a poster session in which they were not presenting. Thus, it appears that the two groups may spend their time in somewhat different ways during the conference.

Table 1

Percentage of Attendance at Different Session Types by Group

Session type	Academics	Practitioners
Workshops	6%	27%**
Friday Seminars	13%	17%
Communities of Interest	18%	19%
Symposia (not presenting)	90%	81%**
Poster session (not presenting)	89%	61%**

Note: * $p < .05$; ** $p < .01$

Academicians and practitioners also differed in their preferences for topic areas to be included in the conference program. In the 2009 survey we asked about the topic areas you would like to see on the program at future SIOP conferences. More specifically, 32 broad topic areas were listed, and you were asked to indicate the extent to which you would be interested in attending a session on that topic (the response scale ranged from 1 = *not interested* to 3 = *very interested*). Table 2 shows the mean ratings and the standardized mean differences effect sizes (positive values indicate stronger interest in the academic group) between the academic and practitioner groups for each of the 32 topic areas. The results presented indicate that there are notable differences between the groups with respect to interests. We have highlighted all effect sizes greater than $|0.50|$, constituting about one-third (13 of 32) of all comparisons. This finding indicates the two groups have substantively different views of the kinds of things that they would like to see on the conference program. In comparing the groups, practitioners were notably more interested in topics such as job analysis/job design/competency modeling (-0.92), staffing (-0.72), and strategic HR

Table 2
Comparison of Interest in Various Topic Area

Topic Area	Academic		Practitioner		<i>d</i>
	Mean	SD	Mean	SD	
Careers/mentoring/socialization/onboarding/retirement	1.83	.75	1.90	.70	-0.10
Coaching/leadership development	1.75	.80	2.20	.78	-0.57*
Consulting practices/ethical issues	1.59	.73	2.05	.75	-0.62*
Counterproductive behavior/workplace deviance	2.12	.75	1.64	.68	0.68*
Emotions/emotional labor	1.87	.77	1.41	.61	0.67*
Employee withdrawal (e.g., absence, turnover)/retention	1.97	.74	2.11	.70	-0.20*
Global/international/cross-cultural issues	1.98	.81	2.04	.75	-0.08
Groups/teams	1.86	.73	1.79	.70	0.10
Human factors/ergonomics	1.28	.570	1.35	.56	-0.12
Inclusion/diversity (e.g., sexual orientation, race, gender)	1.78	.77	1.61	.68	0.24*
Innovation/creativity	1.73	.71	1.95	.74	-0.30*
Job analysis/job design/competency modeling	1.60	.72	2.27	.73	-0.92*
Job attitudes/engagement	2.09	.73	2.28	.69	-0.27*
Job performance/citizenship behavior	2.17	.69	2.16	.69	0.01
Judgment/decision making	1.78	.75	1.86	.68	-0.11
Leadership	2.06	.80	2.38	.72	-0.42*
Legal issues/employment law	1.73	.78	2.21	.80	-0.61*
Measurement/statistical techniques	2.24	.71	2.02	.78	0.29*
Motivation/rewards/compensation	2.02	.74	1.84	.64	0.26*
Occupational health/safety/stress & strain/aging	1.85	.81	1.47	.64	0.53*
Organizational culture/climate	1.88	.75	2.08	.72	-0.27*
Organizational justice	1.84	.76	1.52	.63	0.46*
Organizational performance/change/downsizing/OD	1.73	.71	2.22	.74	-0.67*
Performance appraisal/feedback/performance management	1.89	.75	2.27	.69	-0.53*
Personality	2.10	.73	2.17	.75	-0.09
Research methodology (e.g., surveys)	2.25	.70	2.21	.76	0.05
Staffing (e.g., recruitment, applicant reactions, selection system design, succession planning, workforce planning)	1.98	.82	2.51	.67	-0.72*
Strategic HR/utility/changing role of HR	1.68	.75	2.20	.73	-0.70*
Teaching I-O psychology/Student Affiliate issues/professional development	1.82	.80	1.35	.58	0.69*
Testing/assessment (e.g., selection methods, validation, predictors)	2.00	.84	2.45	.76	-0.57*
Training	1.78	.75	1.93	.76	-0.20*
Work and family/Nonwork life/leisure	1.75	.73	1.59	.69	0.23*

Note: *d* is standardized mean difference effect size for comparisons of academics and practitioners; values larger than $.50$ are presented in boldface. A 3-point response scale (1 = *not interested* to 3 = *very interested*) was used for all questions.

* $p < .0$

(-0.70). Academicians were notably more interested in counterproductive behavior/workplace deviance (0.68), emotions/emotional labor (0.67), and occupational health (0.53). It is also interesting to look at the results presented in the table to identify the topic areas that are of most interest to each group. Academicians expressed the strongest interest in the topics of research methodology ($M = 2.25$) and measurement/statistical techniques ($M = 2.24$). Practitioners, in contrast, expressed the strongest interest in the topics of staffing ($M = 2.51$), testing/assessment ($M = 2.45$), and leadership ($M = 2.38$). The two groups have some notable differences in the kinds of things that they are interested in seeing on the conference program.

Our Similar Conference Evaluations

Despite the fact that these two broadly defined constituencies seem to “do the conference” differently and have different preferences for what we want to see on the program, the data suggest that the two groups are generally quite happy with the conference and what it has to offer. Each year the postconference survey includes items regarding attendees’ reaction to specific benefits of attending the conference and items regarding their overall evaluations. Table 3 provides the results for six of these questions from the 2009 and 2010 surveys by group. As shown, there were only small differences between the groups when it came to their views on the extent to which the conference program included interesting papers and presentations, provided opportunities for learning new skills, provided opportunities for professional growth through networking (this item was not included in 2009), and stimulated interest in the field. Clearly, we are much more alike than we are different when it comes to our perceptions to these benefits of the conference.

The last two questions shown in Table 3 address more global evaluations of the conference. As shown, both groups are clearly quite satisfied with the conference; all eight means are above 4.0, corresponding to a rating of “agree” on the response scale. Yet, practitioners reported being somewhat less satisfied than academicians in both years. The fact that the small difference in the means reaches statistical significance would appear to be due primarily to the size of the groups and the small standard deviations within each group. This idea can be highlighted by looking at the data slightly differently. In 2010, for example, 91% of the academics and 92% of the practitioners who responded to the survey responded to this question with a response of “agree” or “strongly agree.” Thus, it is pretty clear that both groups are quite satisfied with the conference.

Conclusions

The data quite clearly suggest that, although practitioners and academicians may be “SIOPing” a little differently, the conference provides a satisfying, valuable experience that meets our specific needs largely to the same

Table 3
Academic-Practitioner Comparisons on Overall Conference Evaluation Questions

	2009						2010					
	Academician		Practitioner		<i>d</i>	Academician Mean	Practitioner Mean	<i>d</i>	Academician		Practitioner	
	Mean	SD	Mean	SD					Mean	SD	Mean	SD
Specific benefits of conference attendance												
The conference program included many papers/presentations of great interest to me.	3.95	0.93	3.90	0.88	0.05	4.01	0.96	3.93	0.91	0.09		
The conference provided opportunities for professional growth through learning new skills/knowledge.	3.73	0.90	3.84	0.88	-0.12	3.87	0.89	3.92	0.84	-0.09		
The conference provided opportunities for professional growth through networking with colleagues.	—	—	—	—	—	4.39	0.70	4.26	0.77	0.17		
The conference stimulated my interests in the field of I-O psychology.	3.94	0.93	4.01	0.86	-0.08	4.07	0.92	4.08	0.82	-0.01		
Overall evaluation												
Considering the various costs and benefits of attending, this conference was of value to me.	4.08	0.83	4.10	0.72	-0.03	4.23	0.82	4.21	0.77	0.03		
Overall, I was satisfied with the conference.	4.25	0.75	4.12	0.68	0.19*	4.36	0.71	4.20	0.69	0.23*		

Note: *d* is standardized mean difference effect size for comparisons of academics and practitioners within each year. A 5-point response scale (1 = *strongly disagree* to 5 = *strongly agree*) was used for all questions.

**p* < .05

extent, regardless of whether we are predominantly a practitioner or an academician. Thus, despite the fact that members of these two groups might attend the conference hoping to get different things from it, it would appear that the conference goes a long way to meeting the diverse needs of both groups. In some ways, it would appear that it does a pretty good job of being all things to everyone (well, at least these two key groups).

Although there seems to be broad satisfaction with the conference, we should not become complacent. First, although small, there is a difference between academicians and practitioners in overall satisfaction in the conference. We must continue to monitor and attend to this difference and seek ways to eliminate it. Second, there were members—both academic and practitioner—who did not love their conference experiences nearly as much as we'd like them to. Each year, the Conference Committee works hard to review the entire survey, including open-ended responses, and looks for thoughts on how we might be able to improve the conference experience for all attendees. Thus, SIOP leadership and the Conference Committee will strive to continue to make the conference even better!

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An Exploratory Study of I-O Doctoral Students' Graduate School Research Experiences

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For doctoral students and faculty members at all career stages, research productivity is one of the most important criteria in evaluating success (Bowling & Burns, 2010; Gist, 1996). Important career outcomes such as obtaining an academic position, job mobility, promotion, tenure, and rewards are often based on one's scholarly research record (Mitchell, 2007). Therefore, one of the primary goals of doctoral programs in the field of I-O psychology is to train productive researchers. In addition, doctoral students will be future authors of scientific literature and educators of I-O students. However, despite the importance of doctoral student education to the future of I-O psychology, doctoral-level training has been underresearched (Mitchell, 2007).

PhD programs, unlike master's and MBA programs, are not lucrative endeavors for universities (Wimbrush, 2008). Although doctoral students assist with valuable research, they typically receive tuition waivers, stipends, health insurance, and office space. Considering the high cost of maintaining doctoral students and the importance of doctoral training, it seems prudent to better understand what makes students prepared and successful. One avenue for assessing graduate school programs is to ask graduate students directly (Smalley, Vinchur, Schippmann, & Prien, 1990). This study used a graduate student sample to uncover relationships among students' research experiences, perceived preparedness for the future, and current productivity.

The research available regarding graduate student experiences and their relationships with other outcomes is sparse. Within I-O psychology, it is almost nonexistent (see Trahan & McAllister [2002] for a study of master's level training). Therefore, this study was an exploratory investigation of several research questions. Drawing partially from work by Bearden, Ellen, and Netemeyer (2000), the first set of research questions are as follows: To what research experiences are graduate students exposed? How do these experiences relate to current levels of productivity and perceived preparedness to perform research-related job tasks in both academic and applied settings?

The second set of research questions is relevant to the ubiquitous scientist-practitioner "gap." Twenty years ago, Dunnette (1990) assessed 15 years of I-O research and lamented the fact that more progress had not been made in unifying science and practice. This matter is still of paramount importance. To

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sum up I-O's concern for this issue, one must look no further than SIOP's motto, "integrating science and practice at work." Thus, the second set of research questions investigates how graduate student training is addressing this issue and what effect this has on students. More specifically, we asked: What are students' perceptions of how much their classroom experience focuses on "science" (theory and empirical research) versus "practice" (practical management and/or human resources knowledge and skills). Furthermore, how do these factors influence perceived preparedness for academic and applied research? In addition, because individual differences may influence the outcome variables (Love, Bahner, Jones, & Nilsson, 2007), we included questions regarding anticipated career choice, personal motivation, and year in program.

Method

Participants

Participants were 189 I-O doctoral students. Nine cases were removed because the respondents indicated they had not conducted research at their institution. Participants' year in program was distributed as follows: 1st 16.7%, 2nd 19.4%, 3rd 23.3%, 4th 17.8%, 5th 14.4%, and 6th+ 8.3%. Desired career after graduation was distributed as 32.7% academic, 32.7% consulting, 12.9% applied research, and 21.7% undecided or other.

Procedure

We conducted an initial search of the SIOP Web site to identify schools containing I-O graduate programs. Schools with an I-O PhD program were retained on our list for a total of 57 schools. Next, the department head or chair of each program was contacted with an e-mail containing a cover letter and an attachment with the questions. A cover letter to the students, informed consent, and a link to the anonymous online survey administered through SPSS's mrInterview were also in the e-mail (see Trahan & McAllister [2002] for a similar methodology). No individual response rate could be calculated because the number of students contacted by each program/department head/chair was unknown to the authors; however, respondents' self-identified affiliations included 52 out of the 57 programs, for a program-level response rate of 91%.

Survey Construction

Items were created to address the research questions. Several current graduate students and faculty reviewed the initial item pool and provided feedback for changes. The final survey contained 2 demographic items and 35 substantive items measuring research experience, perceived preparedness, science/practice balance, and success to date. Substantive items are provided in Table 1.

Research experience. Seventeen items assessed exposure to a variety of research-related graduate training experiences with a 5-point scale ranging from no experience to a great deal of experience with an option for not applicable. Based on exploratory factor analyses (EFA) using principal axis factoring (PAF) with varimax rotation, three scales were created from the expo-

Table 1
Survey Items With Descriptive Statistics

Research experience items

For the following questions please indicate on the 5-point scale your exposure to these research experiences. If a question does not apply to you please select *not applicable*. (1 = *no experience*; 2 = *little experience*; 3 = *some experience*; 4 = *considerable experience*; 5 = *a great deal of experience*; NA = *not applicable*)

		N	Min	Max	Mean	SD	%
1	Conducting quantitative research	176	1	5	4.32	0.89	
2	Research with student samples	179	1	5	4.13	1.03	
3	Conducting survey research	179	1	5	4.06	0.93	
4	Conducting research with your advisor	174	1	5	3.86	1.11	
5	Generating ideas for new research projects beyond those ideas generated by your advisor/faculty	174	1	5	3.86	1.04	
6	Conducting research with fellow graduate students	174	1	5	3.66	1.12	
7	Exposure to a mentor (e.g., advice on how to complete the stages of a research project from an initial idea to peer review and publication)	173	1	5	3.58	1.16	
8	Conducting research as part of your assistantship	164	1	5	3.53	1.38	
9	Experiencing doing applied work (e.g., internships, consulting)	174	1	5	3.41	1.47	
10	Conducting laboratory research	177	1	5	3.31	1.32	
11	Conducting research with faculty other than your advisor	174	1	5	3.21	1.24	
12	Conducting field research	178	1	5	2.81	1.37	
13	Research with organizational samples	176	1	5	2.72	1.33	
14	Working on projects that are funded by grants received by your advisor or other faculty members	174	1	5	2.66	1.51	
15	Conducting qualitative research	176	1	5	2.60	1.18	
16	Receiving internal funding for your research (e.g., university-sponsored awards separate from those funds obtained by your advisor/faculty)	170	1	5	1.89	1.16	
17	Receiving external funding for your research (e.g., grants from entities outside of the university not obtained by your advisor/faculty)	172	1	5	1.61	1.17	
Objective items (success to date)							
18	On how many conference presentations (e.g., posters, symposia) have you been listed as an author?	173	0	39	6.05	6.32	
19	How many verbal presentations (e.g., symposia) have you personally presented at conferences?	173	0	18	1.36	2.46	
20	How many published/in-press journal articles or book chapters have you been an author on?	172	0	15	1.45	2.13	
21	How many of these published/in-press works are in journals that are considered to be among the top 5 in your field?	172	0	4	.24	.64	
22	How many journal articles currently under review are you an author on?	172	0	6	.91	1.29	

Table 1 (continued)

Perceived preparedness items	On the 7-point scale how well do you believe your experiences at your current institution have prepared you to... (1 = <i>very unprepared</i> ; 2 = <i>unprepared</i> ; 3 = <i>somewhat unprepared</i> ; 4 = <i>neither prepared nor unprepared</i> ; 5 = <i>somewhat well prepared</i> ; 6 = <i>well prepared</i> ; 7 = <i>very well prepared</i>)	Well	Un prep*
23 Work with others on research	171	1	7
24 Conduct research on your own	171	1	7
25 Obtain a competitive applied research (private-sector or government) job after graduation	171	1	7
26 Advise and mentor students (in academia) or subordinates (in an organization)	171	1	7
27 Publish research on your own	171	1	7
28 Obtain a competitive internal or external consulting job after graduation	171	1	7
29 Obtain a competitive academic job after graduation (e.g., tier 1 or 2 teaching and/or research university)	171	1	7
30 Obtain a competitive management (private-sector or government) job after graduation	171	1	7
31 Obtain outside funding for your research (e.g., grants)	171	1	7
Faculty science vs. practice focus items			
Please indicate how strongly you agree with each of the following statements about the core faculty members of your program. The core faculty members of my program... (1 = <i>strongly disagree</i> ; 2 = <i>disagree</i> ; 3 = <i>neither disagree nor agree</i> ; 4 = <i>agree</i> ; 5 = <i>strongly agree</i>)			
32 Emphasize practical management/HR knowledge & skills more so than theory & empirical research	170	1	4
33 Emphasize theory & empirical research more so than practical management/HR knowledge & skills, theory & empirical research	170	1	5
34 Equally emphasize practical management/HR knowledge & skills, theory & empirical research	170	1	5
Personal motivation item			
35 Compared to graduate students in my program and at similar academic institutions, I am motivated to do... 1 = <i>substantially less research than others</i> ; 2 = <i>less research than others</i> ; 3 = <i>slightly less research than others</i> ; 4 = <i>about as much research as others</i> ; 5 = <i>slightly more research than others</i> ; 6 = <i>more research than others</i> ; 7 = <i>substantially more research than others</i>	180	1	7

Note. * Percentage of students selecting well-prepared or unprepared categories for each item; ** percentage of students selecting agree or disagree categories for each item; *** percentage of students selecting more or less research categories for each item.

sure items: “general research exposure” (items 4–8, 11, 14, 16, and 17 in Table 1; $\alpha = .79$), “exposure to field research” (items 1, 3, 9, 12, 13, and 15; $\alpha = .75$), and “exposure to laboratory research” (items 2 and 10; $\alpha = .67$). Correlations among these factors, the preparedness factors, and success to date can be found in Table 2. However, in order to maximize the meaningfulness and interpretability of results, the 17 experience items were examined at the item level in the regression analyses.

Table 2

Descriptive Statistics for and Correlations Among Preparedness, Success to Date, and Research Experience

Variable	Min	Max	Mean	SD	1	2	3	4	5	6	7
1 Overall preparedness	1.11	7.00	4.96	1.09	.90						
2 Prepared for academia	1.00	7.00	4.94	1.15	.95*	.88					
3 Prepared for applied practice	1.00	7.00	4.99	1.28	.83*	.62*	.85				
4 Success to date	-.65	3.59	.00	.74	.37*	.39*	.23*	.80			
5 General research exposure	1.50	5.00	3.11	.76	.58*	.61*	.39*	.41*	.79		
6 Exposure to field research	1.50	5.00	3.32	.83	.37*	.26*	.48*	.27*	.40*	.75	
7 Exposure to lab research	1.00	5.00	3.72	1.03	.27*	.31*	.13	.23*	.30*	.01	.67

Note. * $p < .01$; $N = 171$; reliability coefficients (alphas) are on the diagonal.

Perceived preparedness. Nine items assessed perceived preparedness to perform a variety of research-related activities upon graduation with a 7-point scale ranging from *very unprepared* to *very well prepared*. Based on EFA (PAF with varimax rotation), three scales were created from these items: “prepared for academia” (items 23, 24, 26, 27, 29, and 31; $\alpha = .88$), “prepared for applied practice” (items 25, 28, and 30; $\alpha = .85$), and an “overall preparedness” scale using all nine items ($\alpha = .90$). The scale score for each participant was an average of the items comprising each factor.

Science/practice balance. Three items assessed perceptions of the balance of faculty focus between science and practice with a 5-point scale from *strongly disagree* to *strongly agree*. These were examined at the item level.

Success to date. Five objective items pertaining to student productivity were included. Participants were asked to report the number and authorship of presentations and publications they had up to the date of the study. These items were standardized, and the mean of the standardized items was computed for each participant to form a linear composite.

Personal motivation. Personal motivation level was assessed with one item (i.e., compared to graduate students in my program and at similar academic institutions, I am motivated to do...) with a 7-point scale from *substantially less research* than others to *substantially more research* than others.

Demographics. Two items assessed year in program and anticipated career choice.

Results

Item-level descriptive statistics are presented in Table 1. Table 1 also presents the percentage of students who selected *well prepared* or *unprepared* for each postgraduation activity and the percent who selected *agree* or *disagree* to the science versus practice questions. Percentages were calculated by removing the neutral center option and collapsing the percentages of the higher and lower options. This was also performed for the motivation item.

Research Questions

The first set of research questions addressed relationships among student research experiences, perceived preparedness, and success to date. Correlations among these variables are presented in Table 2. Overall preparedness and preparedness for academia were most strongly related to general exposure to research ($r = .58$ and $r = .61$, respectively, both $p < .01$). Preparedness for applied practice was most strongly related to exposure to field research ($r = .48$, $p < .01$). Success to date correlated differentially with preparedness for academia, $r = .39$, and preparedness for applied practice, $r = .23$ (both $p < .01$).

Hierarchical regression was employed to investigate relationships among research experience, perceived preparedness, and success to date. Specifically, we sought to determine which student experiences were most influential in predicting these while controlling for year in program and personal motivation. Thus, Steps 1 and 2 of each regression included these control variables, respectively. For the three preparedness regressions, Step 3 included success to date as an additional control. All experience items were examined initially but experience items with a statistical significance level of $p \geq .10$ were removed from the regression equation, then regressions were rerun so that the final reported regressions only contained the strongest predictors. Predictors were mean centered to minimize problems resulting from multicollinearity (Cohen, Cohen, West, & Aiken, 2003).

Table 3 provides the results of a regression of overall preparedness on the control variables and experience items related to this criterion. The full model explained 45% of the variance in overall preparedness. Generating ideas for new research projects ($\beta = .21$), exposure to a mentor ($\beta = .17$), research with fellow graduate students ($\beta = .17$), and exposure to qualitative research ($\beta = .15$) all significantly predicted preparedness ($p < .05$).

Table 4 provides the results of a regression of preparedness for academia on the control variables and experience items related to this criterion. The full model explained 48% of the variance in preparedness for academia. Generating ideas for new research projects ($\beta = .22$), exposure to a mentor ($\beta = .20$), working on projects that are funded by grants received by your advisor or other faculty members ($\beta = .18$), and research with fellow graduate students ($\beta = .15$) all significantly predicted preparedness for academia ($p < .05$).

Table 3
Hierarchical Regression of Overall Preparedness on Year in Program, Personal Motivation, Success to Date, and Select Research Experience Items

DV = Overall preparedness		Partial							
Model	Predictors	β	<i>t</i>	<i>p</i>	<i>r</i>	<i>r</i>	<i>R</i>	<i>R</i> ²	ΔR^2
1	Year in program	.13	1.72	.09	.13	.13	.13	.02	.02
2	Year in program	.18	2.52	.01	.13	.19			
	Personal motivation	.42	6.06	.00	.41	.43	.44	.20	.18**
3	Year in program	.09	1.14	.26	.13	.09			
	Personal motivation	.34	4.27	.00	.41	.32			
	Success to date	.20	2.38	.02	.37	.18	.47	.22	.03*
4	Year in program	.04	0.61	.54	.13	.05			
	Personal motivation	.13	1.70	.09	.41	.13			
	Success to date	.06	0.84	.40	.37	.07			
	Generating ideas for new research projects	.21	2.51	.01	.56	.20			
	Exposure to a mentor	.17	2.41	.02	.47	.19			
	Research with fellow graduate students	.17	2.35	.02	.49	.18			
	Qualitative research	.15	2.32	.02	.28	.18			
	Quantitative research	.13	1.95	.05	.36	.15	.67	.45	.23**

Note. **p* < .05; ***p* < .001; β is the standardized beta coefficient; all predictor variables are mean centered.

Table 4
Hierarchical Regression of Preparedness for Academia on Year in Program, Personal Motivation, Success to Date, and Select Research Experience Items

DV = Overall preparedness		Partial							
Model	Predictors	β	<i>t</i>	<i>p</i>	<i>r</i>	<i>r</i>	<i>R</i>	<i>R</i> ²	ΔR^2
1	Year in program	.12	1.62	.11	.12	.12	.12	.02	.02
2	Year in program	.17	2.47	.01	.12	.19			
	Personal motivation	.45	6.44	.00	.43	.45	.46	.21	.20**
3	Year in program	.07	.92	.36	.12	.07			
	Personal motivation	.34	4.45	.00	.43	.33			
	Success to date	.23	2.77	.01	.40	.21	.50	.22	.04*
4	Year in program	.06	.87	.39	.12	.07			
	Personal motivation	.13	1.74	.08	.43	.14			
	Success to date	.08	1.08	.28	.40	.09			
	Generating ideas for new research projects	.22	2.75	.01	.55	.21			
	Exposure to a mentor	.20	2.86	.01	.50	.22			
	Working on projects that are funded by grants received by your advisor	.18	2.86	.01	.39	.22			
	Research with fellow graduate students	.15	2.12	.04	.50	.17			
	Research with student samples	.10	1.72	.09	.24	.14	.69	.48	.23**

Note. **p* < .01; ***p* < .001; β is the standardized beta coefficient; all predictor variables are mean centered.

Table 5 presents the results of a regression of preparedness for applied practice on the control variables and experience items related to this criterion. The full model explained 34% of the variance in preparedness for applied practice. Experience doing applied work ($\beta = .37$), generating ideas for new research projects ($\beta = .26$), and exposure to qualitative research ($\beta = .15$) all significantly predicted preparedness for applied practice ($p < .05$).

Table 5
Hierarchical Regression of Preparedness for Applied Practice on Year in Program, Personal Motivation, Success to Date, and Select Research Experience Items

DV = Overall preparedness		Partial							
Model	Predictors	β	<i>t</i>	<i>p</i>	<i>r</i>	<i>r</i>	<i>R</i>	R^2	ΔR^2
1	Year in program	.11	1.48	.14	.11	.11	.11	.01	.01
2	Year in program	.14	1.93	.06	.11	.15			
	Personal motivation	.28	3.71	.00	.26	.28	.30	.09	.08*
3	Year in program	.10	1.19	.24	.11	.09			
	Personal motivation	.23	2.75	.01	.26	.21			
	Success to date	.10	1.09	.28	.23	.08	.31	.10	.01
4	Year in program	-.05	-.67	.50	.11	-.05			
	Personal motivation	.04	.50	.62	.26	.04			
	Success to date	.05	.57	.57	.23	.05			
	Doing applied work	.37	5.28	.00	.46	.38			
	Generating ideas for new research projects	.26	3.31	.00	.43	.25			
	Qualitative research	.15	2.36	.02	.25	.18	.58	.34	.24*

Note. * $p < .001$; β is the standardized beta coefficient; all predictor variables are mean centered.

Table 6 presents the results of a regression of success to date on the control variables and experience items related to this criterion. The full model explained 40% of the variance in success to date. Two control variables (year in program, $\beta = .43$, and personal motivation, $\beta = .38$) were the best predictors of success to date. However, two experience items (receiving internal funding for your research, $\beta = .18$, and research with fellow graduate students, $\beta = .15$) also aided in the prediction of this criterion (all $p < .05$; $\Delta R^2 = .06$).

Table 6
Hierarchical Regression of Success to Date on Year in Program, Personal Motivation, and Select Research Experience Items

DV = Overall preparedness		Partial							
Model	Predictors	β	<i>t</i>	<i>p</i>	<i>r</i>	<i>r</i>	<i>R</i>	R^2	ΔR^2
1	Year in program	.40	5.62	.00	.40	.40	.40	.16	.16*
2	Year in program	.44	6.97	.00	.40	.48			
	Personal motivation	.42	6.65	.00	.38	.46	.58	.34	.18*
3	Year in program	.43	6.97	.00	.40	.48			
	Personal motivation	.38	5.88	.00	.38	.42			
	Receiving internal funding for your research	.18	2.89	.00	.21	.22			
	Research with fellow graduate students	.15	2.27	.02	.34	.18	.63	.40	.06*

Note. * $p < .001$; β is the standardized beta coefficient; all predictor variables are mean centered.

The second set of research questions addressed perceptions of the emphasis faculty members place on “science” versus “practice.” Descriptive statistics for these three items are presented in Table 1. Faculty emphasize “science” demonstrated the highest mean ($M = 3.71$), followed by faculty equally emphasize “science” and “practice” ($M = 2.99$), then faculty emphasize “practice” ($M = 2.18$). Paired t -tests revealed that all mean differences were significant ($p < .01$).

Correlations among the faculty items, perceived preparedness, and success to date were also examined (Table 7). These three items were significantly related to the preparedness variables only. Interestingly, the item reflecting balance was positively and more strongly related to preparedness than faculty focus on “science” or “practice.” Specifically, faculty emphasize “practice” was not significantly related to any preparedness factor. Faculty emphasize “science” was not significantly related to overall preparedness or preparedness for academia but was *negatively* related to preparedness for applied practice, $r = -.17$ ($p < .05$). However, faculty equally emphasize “science” and “practice” was positively and significantly related to overall preparedness, $r = .25$; preparedness for academia, $r = .17$; and preparedness for applied practice, $r = .32$ (all $p < .05$).

Table 7
Correlations of Faculty Focus Items With Perceived Preparedness and Success to Date

Variable	Faculty emphasize management/HR knowledge/skills	Faculty emphasize theory and empirical research	Faculty equally emphasize mgmt/HR knowledge/skills, theory and empirical research
Overall preparedness	.06	-.10	.25**
Preparedness for academia	.02	-.05	.17*
Preparedness for applied practice	.10	-.17*	.32**
Success to date	-.05	.04	-.08

Note. * $p < .05$; ** $p < .01$; $N = 170$.

Discussion

The single most influential activity for perceived preparedness was being allowed to generate one’s own research ideas. This item was the strongest predictor of overall preparedness and preparedness for academia and was the second strongest predictor of preparedness for applied work. One might assume that as students progress they are allowed more freedom to generate research ideas or that only highly motivated students will do so; however, this item predicted preparedness even after controlling for year in program and personal motivation. This suggests that, even in the early stages of graduate school, having the opportunity to generate and pursue one’s own research ideas and interests strongly encourages feelings of preparedness. This finding

could have implications for program requirements. For example, it might bolster support for a summer or interim research project completed primarily by the students. Similarly, some programs have been replacing the traditional comprehensive exam with a research project or publication-quality paper. These alternatives might help students feel more confident for job tasks such as heading a project from inception to completion. In sum, fostering students' ideas for research may produce more self-assured graduates.

A second influential graduate school activity was conducting research with others. This contributed to explaining overall preparedness, preparedness for academia, and success to date. This result is similar to Love et al.'s (2007) finding that working with a team on research predicts overall research self-efficacy. Furthermore, evidence suggests that the interpersonal aspect of research is highly important to students (Shivy, Worthington, Wallis, & Hogan, 2003). In addition to encouraging the natural research teams that usually occur under a common advisor or within a cohort, seminars may be a launching point for creating unique research groups comprised of students with similar interests.

Finally, having a mentor was highly predictive of overall preparedness and preparedness for academia. Considerable attention has been paid to mentoring and its outcomes, such as confidence (Johnson, 2007), that are related to perceived preparedness. Other benefits of graduate mentoring include higher grades and a greater likelihood of receiving fellowships, scholarships, and grants (Kelly & Schweitzer, 1999). Clearly, mentoring impacts graduate students in a positive manner. Departments could encourage sound mentoring techniques/strategies through structured programs, brown bags, or other training. These opportunities could be particularly important for junior faculty advisors.

The second major research question involved program emphasis and its relationship with perceived preparedness. The present results uncovered some unexpected findings that provide strong evidence in favor of a science-practice balance. First, the most common student answer, faculty emphasize "science," was not significantly related to perceived overall preparedness or preparedness for academia and was significantly *negatively* related to preparedness for applied work. Faculty emphasize "practice" was not significantly related to any preparedness factors, even preparedness for applied work. However, students indicating their faculty equally balance "science" and "practice" had the highest perceived preparedness across all three preparedness criteria.

In 1999, SIOP revised its guidelines for doctoral education and training. The previous document (from 1985) was believed to have emphasized theoretical training more than practical skills. The new version states, "[a] dual emphasis on theory and practice is needed regardless of a student's intended career path" (Society for Industrial and Organizational Psychology, Inc., 1999, p. 3). The present findings suggest this concept holds true. When a program balances the emphasis equally between science (theory) and practice, students feel most prepared for various career paths. Several recent articles in management and education have offered possible fruitful paths for decreas-

ing the science-practice “gap” in graduate education. Some of Kratochwill’s (2007) suggestions included the development of an online “clearinghouse” where practitioners, researchers, and students share ideas, materials, and discussion. Also mentioned was an increased inclusion of practice-relevant topics in classes such as cultural diversity. Tushman and O'Reilly (2007) suggested that both graduate students and faculty should interact more with executive education programs in their university's business school. The authors maintain that encouraging relationships with practitioners will “enhance the veridicality of our research and improve our field's ability to teach material that is both rigorous and relevant” (p. 769). Finally, Briner and Rousseau (in press) propose a model of evidence-based practice in I-O psychology. These are but a few suggestions for programs to increase balance in graduate training.

Limitations and Future Research

This study relied on self-reported perceptions of preparedness as a primary criterion. Although perceptions shape important psychological constructs such as self-efficacy (Steyn & Mynhardt, 2008), they may not accurately reflect actual preparedness. For this reason, future research should investigate the effects of research experiences on other, more distal, learning outcomes, such as job placement, transfer of skills learned in graduate school to the job, and performance. Furthermore, students' preparedness to conduct research is only one outcome among many of which programs are concerned. Additional work-related competencies such as ethical behavior, flexibility, and teamwork are also important outcomes and should be included in future research on graduate student training.

Implications and Conclusions

This study underscores the program-level elements that contribute to a graduate student's success and perceived preparedness to conduct research-related work in the future. Taken together, the findings point to both curriculum and interpersonal facets as fundamental to preparedness. On the curriculum side, students felt most prepared when the program had an equal emphasis on theoretical rigor and practical application rather than an emphasis on one over the other. This suggests that classes should not only teach the basics of theory building but also stress the importance of tying theory to concerns facing industry. When programs take steps to draw these connections in the classroom, it can lay a foundation for future graduates to “close the gap” between science and practice.

A number of interpersonal aspects also emerged as fundamental to preparedness and success. Working with others on research, having a mentor, and being allowed to pursue one's own research ideas contributed to perceived preparedness to perform research-related job requirements upon graduation. Taken together, these might imply that programs fostering high-quality interactions within student populations and between students and professors produce prepared graduates. This paints a picture of a department where there is a free flow of ideas and the encouragement and support to follow through on research with the help of other students. It is the hope of the authors that the findings of this

study open a dialogue across SIOP members and graduate training programs to shine a spotlight on doctoral student education. Due to the importance of doctoral education to the future of I-O psychology, it is crucial to understand and implement practices that lead to prepared, successful graduates.

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Internship

Paid internships are available to Industrial-Organizational (I-O) Psychology graduate students* possessing research promise and academic achievement.

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PRACTITIONERS' FORUM

Joan Brannick
Brannick HR Connections

Happy New Year! As we begin 2011, it seemed to me that it would be helpful to take a look at the past, present, and future of specific practitioner-related issues that SIOP considered in 2010. This column consists of two parts. The first section of the column provides some musings (and a little data) on practitioners' perspectives on the scientist-practitioner model and the perceived gap between scientists and practitioners. The second section of the column provides an update on two important events: the 2010 Association of State and Provincial Psychology Boards (ASPPB) conference and the 2010 Leading Edge Consortium (LEC) mentoring event.

The Scientist-Practitioner Gap: What's Next

What do my husband's trip to Germany in the fall of 2010, **Eduardo Salas'** presidential column in the October 2010 *TIP*, and **Gary Latham's** comments at the 2010 LEC have in common? They all got me to thinking about the scientist-practitioner model and the perceived gap in our profession between scientists and practitioners. To set the stage for this part of the column, let me share a few details. First, my husband participated in a conference in Germany on innovation at work (www.internationalmonitoring.com/). At that conference, he heard people use the term "pracademic." Participants at the conference used that term to refer to academics that were trained to use science to solve practical problems. Sound familiar? For more information about how other professions define and view the concept of a "pracademic," see works by Kuhn (2002) and Posner (2009). As a side note, given SIOP's history with name changes, I want to be very clear that I am not advocating a name change of any kind. I did, however, find the term pracademic thought provoking from a descriptive standpoint.

Second, Eduardo Salas (2010) called for SIOP members to move away from viewing ourselves as residing in one of two camp—science or practice—and move towards thinking that both science and practice "matter, have a place, and can live in harmony." Finally, at the 2010 LEC, Gary Latham reminded consortium attendees that it is science that lays the foundation for creating and providing effective solutions to those with which we work.

Much has been written about the tension between scientists and practitioners in our profession and in others (Kuhn, 2002; Posner, 2009; Rynes, Bartunek, & Daft, 2001; Ryan & Ford, 2010; Silzer & Cober, 2010). A common and important theme in this literature is that the combination of science and practice not only differentiates certain professions (including ours) from others, it also creates more powerful and effective solutions. To me, the com-

bination of science and practice in industrial and organizational psychology exemplifies Aristotle's notion of "the whole is greater than the sum of its parts." As a profession, the combined power of our science and practice is far greater than either the power of our science or our practice alone. We, as I-O psychologists, have more influence and impact, and, ultimately, we are at our best when we use the combined power of our science and practice.

Over the years, there has been much discussion and debate about the scientist-practitioner gap. In the past, when I've thought about this gap, whether real or perceived, I immediately thought about what others should do or needed to do to close the gap. Given my experience with others in SIOP, I know I am not the only person who has, at times, found it easier to focus on what others need to do related to the gap. With age and experience, however, I have come to realize that I cannot change other people. I may be able to influence or persuade others to change through my words or actions, but I cannot make other people change. I can only change myself. Armed with this insight, in more recent years, I have spent more time thinking about what I can do to better align myself with the scientist-practitioner model. Related to this column, I thought about how I and others could learn from each other if we shared what we do to think and act in ways that are aligned with the scientist-practitioner model. At this point, I decided to gather feedback on some questions from a small group of people who I thought might be doing some positive and productive things in this area. I chose to focus on the practitioner's perspective on the scientist-practitioner model for two reasons. First, for better or for worse, I identify most closely with the practitioner perspective in SIOP. Second, and most important, the name of this column is the **Practitioners' Forum**.

I sent four questions to the group that I described above. The questions were:

1. What are 1–2 of the most important values that practitioners share with academics?
2. What are 1–2 things that you do in your work and/or your practice that are aligned with the scientist-practitioner model?
3. What are 1–2 things individual practitioners can do to help bridge/decrease the perceived gap between scientists and practitioners?
4. What other feedback and suggestions do you have for practitioners to help them better align themselves and their work with the scientist-practitioner model?

I sent these questions to the Professional Practice Committee and to others I knew who demonstrate the scientist-practitioner model in their work. Although not a large or representative sample of SIOP, the people who responded were a diverse group, like SIOP, in many ways including but not limited to their primary work setting, their length of time in the profession, and their areas of expertise. Many thanks to **Judy Blanton, Dennis Dover-spoke, Tracy Kantrowitz, Mort McPhail, Carl Persing, Mark Poteet, Anu Ramesh, Doug Reynolds, Samantha Ritchie, Nancy Tippins, and John Weiner** for taking the time to provide valuable feedback on these questions.

The following summary of the responses to these questions is intended to provide a starting point for shifting our thinking about the scientist-practitioner gap and the scientist-practitioner model. It is also intended to spark some new thinking and action on the part of practitioners that will serve as a small step in bridging the perceived gap between academics and practitioners.

Question 1: What are 1–2 of the most important values that practitioners share with academics?

Twelve of 19 responses to this question focused on the value of using science as the foundation for decision making and taking action. These responses included phrases such as “respect for data,” “importance of theory,” “applying rigorous research methodologies,” “empirically based knowledge,” and a “commitment to sound, scientific, evidence-based principles.” The responses suggest that science is the most important core value that practitioners and academics share. Other shared values that respondents noted were:

- Sincere desire to solve problems
- Desire to have organizations see their work as valuable
- Sharing what we learn and learning from the work of others is essential to advancement of our knowledge
- We organize and present knowledge in novel ways
- Producing high-quality work that can positively impact both organizations and employees
- Interest in psychology in organizations, the core content of our field
- Recognition that I-O psychology is an applied field of study so that research needs to have an application
- The field is continually evolving and continuous learning is required

Some may disagree that academics and practitioners share these values, but this information provides the beginning for a discussion to help us articulate our shared values more clearly and completely. Such an action is important in terms of laying a foundation for more and better dialogue and collaboration across different groups in SIOP. The answers to this question are the beginning of a process to create common ground, which is an important first step for two or more different groups to come together.

Question 2: What are 1–2 things that you do in your work and/or your practice that are aligned with the scientist-practitioner model?

In reviewing the 18 responses to this question, the responses fell into one of the following four categories: (a) staying informed, (b) supporting the profession, (c) using science to make decisions and take action, and (d) evaluating work against professional standards and values. All responses are presented under each category:

- (a) Staying informed
 - Keeping up with the literature in my area.
- (b) Supporting the profession

- As a firm, we seek external speaking opportunities at various conferences to contribute to findings from our work in selection and assessment to the field.
- I partner with academicians to (a) make field data available to answer novel, basic research questions and (b) conduct research relevant to new products developed by my firm.
- I manage a research and development function, so there are several points of overlap. Perhaps the strongest alignment is in our validation research. The team that conducts this work has conducted well over 200 studies over the past 10 years. This work is now accumulated into assessment-specific meta-analyses. This provides a great test bed for research focusing on needed improvements and innovations. To our department, this is at the heart of the how we operationalize the scientist-practitioner model.
- We also place a high value on conducting research that can be presented at SIOP and/or published. These activities are often well aligned with the activities of our partners in academia.
- The things that I do that reflect the scientist-practitioner model include reading journals in my area of I-O, serving on editorial boards, writing the occasional paper or book chapter, making presentations, and participating in I-O projects such as National Academy of Science panels that investigate important questions or on committees that set testing standards.
- Many of my projects have provided a basis for sharing research and best practices at conferences and in publications.

(c) Using science to make decisions and take action

- Selection and assessment, including expert witness testimony on discrimination issues. This would also include individual and executive assessment.
- I also do compensation, including setting up more traditional compensation systems. This is very scientist-practitioner oriented.
- Almost every assignment starts with a review of the relevant literature to leverage what is already known and practiced.
- Gather data to answer questions rather than relying solely on intuition or judgment.
- Create knowledge/synthesize information and use it/disseminate it to answer specific questions.
- Make it clear to the client that positive, significant results are not guaranteed, but their probability can be enhanced through sound evidence-based practices.
- Do some data gathering and research in order to (a) understand the client's key issues and problems, (b) develop evidence-based hypotheses about root causes to those problems, and (c) design solutions/interventions to address/resolve those problems.

- Using valid information to guide decision making.
- Further, I always strive to base my practice on the current research while simultaneously balancing the various constraints (i.e., time, money, politics, etc.) that one faces in applied consulting. Doing so not only helps to underscore for the client one of the many unique contributions I-O practitioners can provide (i.e., recommendations guided by a wealth of top-notch research, thereby steeped in best practices) but also ensures that my work is of the highest quality.

(d) Evaluating work against professional standards and values

- Commitment to evaluating my work.
- One aspect that is drawn from the scientist-practitioner model, which I always keep sight of as a practitioner, is to maintain an ethical practice by (a) protecting my clients' confidentiality and (b) ensuring information security at all times. As I-O practitioners, we gain access to sensitive information (i.e., employee and/or candidate test scores, organizational performance data, etc.) that, if a breach did occur, could have a tremendous negative impact on our clients.

Question 3: What are 1–2 things individual practitioners can do to help bridge/decrease the perceived gap between scientists and practitioners?

In reviewing the 25 responses to this question, the responses fell into one of the following three categories: (a) collaborate with academics; (b) support education and training for self, students, and others; and (c) communicate and model professional standards. All responses are presented under each of the three categories:

(a) Collaborate with academics

- Consider publishing, perhaps in collaboration with academics or scientists.
- Develop symposia or other presentations at SIOP that involve both scientists and practitioners. This might involve suggesting topics for relevant research.
- Submit proposals to professional conferences. I-Os work in such a diversity of settings that sharing information about our work from different perspectives advances knowledge of the field.
- Participate with scientists in publishing research results or contributing to the knowledge base by authoring chapters in professional books.
- Invite academicians to participate as technical experts in projects.
- Share information on what is needed in the field.
- Present research that is done in applied settings with academics.
- Collaborate.
- Collaborate on joint research. When we have these projects underway, they are almost always great learning experiences for both types of partners. Even presenting on the same panel at SIOP can help bridge this potential gap.

- The more practitioners and academics continue to work together, whether publishing or collaborating on research or consulting projects, I believe the perceptions of this divide will significantly diminish. Practitioners must continue to reach out to academic colleagues to join forces and continue to build the science and practice of I-O, and vice versa.
- The most important thing that practitioners can do to bridge the gap is to participate actively in the science in the profession: Write papers, chapters, and commentary; make presentations and conduct workshops; serve on editorial boards, and so on. Of course finding time to do this is challenging, and what works for one of us doesn't work for all of us. In addition to making time for our own individual efforts, we have to reinforce to our employers and the organizations we serve how important these activities are to our ability to serve them.

(b) Support education and training for self, students, and others

- Consider having a graduate student do research around some practitioner project. For example, this could involve an evaluation of impact.
- Stay current with the literature. Investing the time to read relevant articles in mainstream I-O journals sharpens our collective knowledge about research that can directly inform I-O practice. It also keeps us disciplined in the science of I-O: the methods, statistics, and basic psychology knowledge that distinguishes I-Os in practice from other HR professions.
- Read extant literature, and use it to inform interventions/practice.
- Take responsibility for informing academics and scientists of the key problems, needs, issues, challenges, and so on, their clients are experiencing in order to influence the research agenda of academics and help SIOP have more perceived impact on business.
- Work with I-O programs to help/better define practitioner competencies that need to be taught and applied during graduate school education to better reinforce the scientist-practitioner model in academia.
- Collaborate with local I-O programs to provide more internship opportunities for students to gain practical experience.
- If there are any universities that do not require an applied internship, lobby these schools to change. If a student on an applied career path **MUST** do a research/science-based dissertation to graduate, then a student on an academic career path **SHOULD** be required to perform a practice-/applied-based internship in order to broaden their perspectives and get them beyond doing research on issues that, quite frankly, don't matter to today's business organizations.
- We also benefit from hiring interns each year. Because these people are fully immersed in graduate school when they come to us, they provide great link points to what's going on in their university departments.
- Another important activity for practitioners is to do our part in

informing academics about the world we live in and the needs of the organizations that we serve. We often complain about journal articles that explore things that aren't particularly important to us. We have to ask ourselves what we have done to communicate what is important.

- Sponsor academic research or incorporate into projects.
- Publish practice-based research.

(c) Communicate and model professional standards

- The biggest issue in dealing with practitioners is their need for simplicity, and here I am probably speaking more of HR people in general. I just met with someone who is doing a new line of books. His first book was extremely simple. However, he told me that he was told by HR and OD people the book was still too complex. So he wrote a new simpler version. How is that possible? Many of these individuals have MBAs. So, there is a real issue with the general professionalization of HR and with the competence level of those in HR. For years, people have been calling for the professionalization of HR; it still has not happened.
- Become involved. Practitioners need to demand that consultants are more "scientifically based" and that academics start to respond to real workplace issues.
- Practice in a scientific manner, collect good empirical data, and publish or allow others to publish that data (when possible)—we need all the knowledge we can get!

Question 4: What other feedback and suggestions do you have for practitioners to help them better align themselves and their work with the scientist-practitioner model?

This question asked respondents to identify things, over and above suggestions provided in the preceding questions, that practitioners could do to better align themselves and their work with the scientist-practitioner model. Although some respondents answered this question from that perspective, others appeared to use this question to suggest ideas for actions that academics and others could take in this area.

Before getting into the specific responses to this question, two points by two different respondents are noteworthy. First, many of the responses to this question reinforce the notion that all members of our profession need to commit and take whatever action they can to decrease the perceived gap between scientists and practitioner and align with the scientist-practitioner model. One of us or a group of us cannot do this alone. One respondent said it very clearly, "A clear path across the scientist-practitioner gap depends on the engagement of both groups. The answers to our problems lie in each of us, practitioners and academics alike, being involved in the profession and working to understand the problems we confront individually and collectively."

Another respondent talked about the importance of having appropriate expectations related to the scientist-practitioner gap. He said, “I think we make too much of this gap. If we think of it as a continuum rather than a dichotomy, we would be better off. For those who practice in areas where research is limited, try collaborating with other practitioners who work on similar topics but who might have access to better research data. We can’t look to our academic partners to research all our questions that arise in practice; nor should academics expect all practice to stem from published work. I don’t think many experienced I-Os have these expectations, but from the way we talk about the differences in our roles, you would think we do.”

Keep the preceding points in mind as you review the responses to this question. In reviewing the 19 responses to this question, the responses could be classified into one of the following four categories: (a) collaboration-related actions with academic colleagues, students, and others; (b) SIOP-related actions; (c) journal-related actions; and (d) professional standards-related actions. All responses are presented under each of the three categories:

- (a) Collaboration-related actions with academic colleagues, students, and others
 - Seek out opportunities to “buddy up” with an academic to meet some mutually beneficial goals. We may have data that would inform their research, and they may have knowledge that would advance our practices.
 - We can also offer our unique perspectives and prepare the next generation of I-O practitioners by offering to give guest lectures at local universities.
 - When a practitioner encounters a difficult or unusual problem, discuss possible research ideas with scientists so that their research will have greater potential for being relevant to practice issues.
 - Invite academicians to present their current research as part of ongoing continuing education within the practitioner’s organization.
 - Offer to take on interns to provide them practical experience; if possible, serve as a licensed supervisor of interns to facilitate their post-graduate efforts to achieve licensure.
 - Align with academics/researchers to create the meaningful studies that practitioners say are not being done.
 - Presenting and publishing in a way that is better aligned with the scientist-practitioner model.
 - Find ways to collaborate with academics more proactively.
 - Include academic scientists as technical advisors on projects or advisory boards.
- (b) SIOP-related actions
 - Practitioners should volunteer for SIOP committees, and SIOP should make a point of seeking out practitioners to serve on various committees.

- SIOP should encourage practitioners to become Fellows. This would involve having clear criteria that validate the skills and accomplishments of practitioners. They may have few publications, but they make an enormous contribution to the field, and SIOP needs to find other methods than weighing the number of publications as a measure of value.
- Re-petition SIOP leadership to change the name of “industrial-organizational psychology” to “work psychology.” Geez, it’s no wonder no one knows what we do when it takes 10 syllables to spit out the name of our specialty. They’re already bored by the time we’ve finished speaking.

(c) Journal-related actions

- Journals should elicit and encourage the publication of case studies or narratives about practice written by practitioners.
- Some journal might put together a periodic review of the literature in key areas that would aid practitioners to keep up with the literature.
- Demand that journals be more responsive in terms of dealing with organizational issues. I believe the recent work by Cascio and Aguinis is very instructive. Even when academics try to respond to organizational issues, we are often behind the trends rather than on the cutting edge.
- Establish journals suitable for practitioners to publish (suitable for field studies where control is less and mechanisms behind effects cannot always be delineated).

(d) Professional standards-related actions

- As I have said, on the one side of the coin, continue to work for the professionalization of HR. Make sure HR really does have a seat at the executive table. Expand HR to include more than just administrative functions. Although SIOP has not been involved in it, I believe the Psychologically Healthy Workforce (PHW) is a great start and should be expanded. Practitioners can use the PHW as a framework for the expansion of HR in their organizations.
- Apply higher standards to consultants. Do not just rely on sales or general reputation. Push for evidence-based approaches.
- Push for licensure and/or certification. If we are going to be a profession of scientists-practitioners, then licensure and/or certification is a minimum requirement. This would include making sure scientists have some applied experience at some point in their careers.

So, how can others and I use this information moving forward? Given I can only change me and my behavior, I am committed to using this information to evaluate and change my behavior related to the scientist-practitioner gap and the scientist-practitioner model. In an ideal world, what I’d like SIOP members and SIOP as an organization to do with this information is:

What I and other SIOP members can do...

- Continue to have constructive discussions with colleagues that focus on both our similarities and differences related to the scientist-practitioner model and the perceived gap.
- Use the suggestions presented here to assess and change your behavior.
- Support and recognize others who behave in ways that are consistent with the scientist-practitioner model and that serve to minimize the scientist-practitioner gap.
- Share ideas with others about what you are doing to better align yourself with the scientist-practitioner model and to minimize the scientist-practitioner gap.

What SIOP can do...

- Continue to support initiatives that bring together the science and practice aspects of our field (e.g., SIOP conference programming, Leading Edge Consortium, etc.).
- Identify domestic and global issues where I-O psychology can have an impact and use those issues to create a common purpose or goal around which SIOP members can unite and bring the power of our science and practice to bear.
- Use existing SIOP resources (e.g., *TIP*, SIOP conference, SIOP LEC, SIOP Exchange, SIOP Practice Wiki, etc.) to share information and encourage ongoing discussions about information and tools that SIOP members can use to better align themselves with the scientist-practitioner model.
- Identify and implement new initiatives to help our members develop their expertise and skills in both the science and practice aspects of our field.

Updates on Practitioner Events

2010 ASPPB Annual Conference

Chris Steilberg, cochair of SIOP's Certification Task Force, provided the following update on the ASPPB conference that was held in Savannah, GA on October 13–17, 2010. **Greg Gormanous**, cochair of SIOP's State Affairs Committee, and Judy Blanton contributed to this update as well.

Blanton, Gormanous, and Steilberg attended the 50th annual conference of the Association of State and Provincial Psychology Boards (ASPPB) in Savannah, GA in October 2010. This conference brings together the states and provinces to review issues associated with state licensure of psychology. Over 120 individuals attended, representing 43 of their 64-member jurisdictions. Attendees also included observers, liaisons, and others invited from several national psychology groups and APA divisions (such as SIOP).

According to www.asppb.net, the association “is the alliance of state, provincial, and territorial agencies responsible for the licensure and certifica-

tion of psychologists throughout the United States and Canada. ASPPB creates and maintains a standardized written Examination for Professional Practice in Psychology (EPPP)."

At this meeting, ASPPB shared and formally adopted their version of a Model License Act for states to adopt and/or adapt. Our goal was to remind and reinforce to delegates from each state that I-O psychologists are psychologists and to insure that the model act not be prohibitive to I-O individuals wanting to obtain licensure.

In some states, it is literally impossible for one to obtain a license as an I-O psychologist (e.g., FL). Steilberg is cochairing a taskforce with **Kurt Kraiger** looking into the feasibility of a certification process as an alternative to licensure. Although certification may still be an option, we must first start with the law and various regulations.

To put things into context, writing a model act that covers all psychology is difficult. Who needs a license? What's required of aspirants? How do we continue to insure competence? What do we do about realities of practicing in states with different regulations? How does technology affect practice? ASPPB must deal with all of these questions to make the act comprehensive both in terms of content and coverage.

Our job at the ASPPB conference was to not let them forget I-O psychology and to not try to force us into a health psychology model.

It should be noted that, in addition to the ASPPB Model Act, the American Psychological Association has also drafted a model act. Although quite different in some respects, both, presumably, will be available to the states when forming their own laws and regulations regarding the licensure of psychologists.

The big deal is that states want a simple code to enforce. Although APA and ASPPB have made efforts to accommodate I-O psychologists, the acts are still decidedly biased toward healthcare or clinical psychologists.

Areas where we went on record:

- We are not "healthcare" providers but, in some cases, we do provide services subject to licensure which could be potentially harmful.
- We are educated and trained differently from clinical psychologists.
- We, like others, often practice across state, and even national boundaries.
- States should consider SIOP as a resource when each customizes the MLA in revising their law and when developing their rules and regulations.

Although we didn't collect quantitative data, all of us who attended the conference felt that the state regulators were fairly informed as to what an I-O psychologist is and were receptive to our story of value and predicament in terms of the model act.

Here's what we've agreed to do:

- Write letters to all states encouraging them to be sure to accommodate I-O psychologists in terms of licensure and volunteering to consult with them about issues that impact our members such as mobility and supervision.
- Work with ASPPB to have additional input into the development (and item writing) of the Examination for Professional Practice of Psychology (EPBP), the exam that all psychologists take to obtain licensure.
- Encourage dialogue between SIOP and jurisdictions and the ASPPB/National Register. The ASPPB/National Register currently has a paper process (no site visit) that “designates” both nonhealthcare and healthcare doctoral programs in psychology. They appear open to input about what training is appropriate for I-O psychologists. Dennis Dover-spike is a consultant to them on I-O programs, but it would be useful if our academics could agree on the basics of a curriculum without unduly limiting the ability of a specific program to educate and train its students as it sees fit.

SIOP seems to be enjoying good rapport with ASPPB. Now is a good time to get to know your state boards and the very influential roles that ASPPB plays in state licensure. ASPPB seems eager to enlist item writers. I-O psychologists have extensive experience and expertise in this area, and we have other skills clearly relevant to people's attitudes, beliefs, and behaviors at work. If you would like to be an item writer for ASPPB, please contact Chris Steilberg at chris@assessment-tech.com.

2010 SIOP LEC Mentoring Event

The second, successful SIOP practitioner speed-mentoring event occurred at the 2010 LEC in Tampa, FL. The event was held Thursday night, October 21, before the LEC welcome reception. At the event, approximately 25 attendees participated in roundtable discussions with 11 experienced professionals. Each attendee participated in discussions on two of the following topics. Topics and mentors for this event were:

- *Making Career Transitions.* **Deb Cohen**, SHRM; and Gary Latham, University of Toronto.
- *Selling Team-Based Interventions to Organizations;* **Cynthia McCauley**, Center for Creative Leadership; and **Michael Beer**, Harvard Business School.
- *Lessons Learned From Establishing and Maintaining a Professional Practice.* **Linda Bodnar**, Bodnar Consulting; and **Scott Tannenbaum**, Group for Organizational Effectiveness.
- *Bridging Team-Based Science and Practice.* Eduardo Salas, University of Central Florida; and **John Mathieu**, University of Connecticut.
- *Surviving as a Consultant Through Changing and Difficult Business Cycles.* Joan Brannick, Brannick HR Connections; and Mark Poteet, Organizational Research & Solutions, Inc.

- *Team-Based Science and Practice Across Different Cultures and Markets.* **Alex Alonso**, American Institutes for Research.

Many thanks to the mentors, protégés, the Professional Practice Committee (especially **Rich Cober**, Mark Poteet, and Samantha Ritchie), Dave Nershi from the SIOP Administrative Office, and everyone else who made this event so successful. The high level of interest and energy among mentors and protégés at the LEC event combined with feedback from the protégés at the 2010 LEC suggest that this aspect of SIOP's mentoring program meets unique and important practitioner needs very effectively and is something that will continue at future SIOP events.

The information in this column provides some food for thought related to several key practitioner-related issues. If you have any ideas or suggestions for moving forward on any of these issues, or any other issues for that matter, feel free to e-mail me at joan@brannickhr.com.

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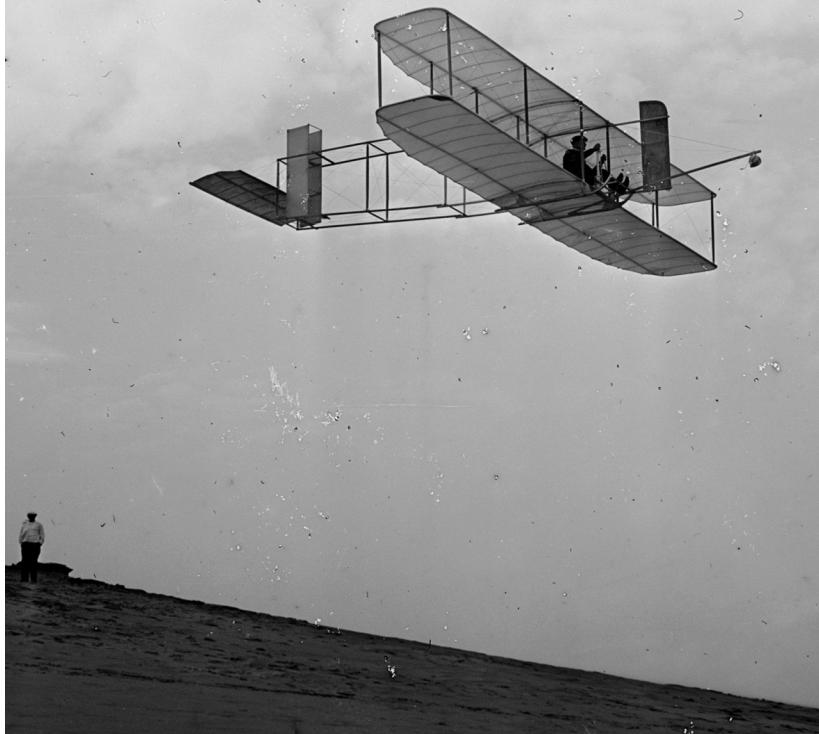
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PRACTICE PERSPECTIVES



The Future of I-O Psychology Practice, Part 2: What Can I-O Practitioners Do?

Rob Silzer

HR Assessment and Development Inc./Baruch College, CUNY

Rich Cober

Marriott International

In order to better understand the evolution and future direction of I-O psychology practice, a brief survey on the future of I-O psychology practice was sent to a small but diverse sample of 80 I-O practitioners (1Qtr, 2010). Completed surveys were received from 50 leading I-O practitioners, including 20 SIOP Fellows. This survey was a follow up to the SIOP Practitioner Needs Survey (Silzer, Cober, Erickson, & Robinson, 2008). Our survey team was interested in finding out how I-O psychologists saw the future of I-O psychology practice and in gathering suggestions on what I-O practitioners and SIOP can do to further facilitate I-O practice. The survey contained three open-ended questions.

Based on your own experience and insight, and thinking ahead to the next 10–20 years of I-O psychology practice:

1. *What are the three most likely future directions for I-O psychology practice?* (Results were reported in Silzer & Cober, 2010)
2. *What are the three most important activities that I-O practitioners can do in the future to contribute to organizational and individual effectiveness?*
3. *What are three steps that SIOP could take to facilitate I-O psychology practice in the future?*

This article reports additional results from the recent I-O Practitioner Survey and is an extension of the recent *TIP* article “The Future of I-O Psychology Practice, Part 1” (Silzer & Cober, 2010).

Question 2: What I-O Practitioners Can Do

In this article we focus on the responses to the second question: What are the three most important activities that I-O practitioners can do in the future to contribute to organizational and individual effectiveness?

We received 148 comments in response to this question (on average 2.96 comments per respondent) and sorted them into 11 categories emerging from the data (see Table 1). The top four categories for this question account for 51% of the responses ($n = 76$).

Table 1

Response Categories for Question 2—What I-O Practitioners Can Do to Contribute to Organizational and Individual Effectiveness

Response category	Number of responses
1. Promote the field	21
Promote our field, better communicate	
Educate clients, business community and public	
2. Expand practice	20
Expand practice	
Broaden to other roles	
3. Broaden skills	18
Develop additional skills	
Build and maintain technical skills	
4. Focus in specific issues	17
5. Stay current on research and practice	15
Stay current in the field	
Stay grounded in research	
6. Improve education and development	12
Change graduate training	
Strengthen own education and development	
Learn from others	
7. Learn about clients and business	11
8. Be professionally active	10
Be professionally active	
Share practitioner knowledge	
Publish/write	
9. Improve tools and procedures	8
10. Measure and communicate business outcomes	8
11. Connect research and practice	8

Below is a representative sample of the responses we received.

1. Promote the field through communication and education
 - Promote our field, better communicate.
 - Increase visibility so that corporate leaders understand how we can contribute.
 - Raise the visibility of I-O in the real world.
 - Help organizations integrate talent management into the fundamental business processes.
 - Change the way we communicate our science as individuals and as a field.
 - Champion the importance and value of human capital management as a key business strategy.
 - Translate and package I-O knowledge and scientific findings in accessible forms that match the interests, needs, and language of workers and leaders. We seem to leave this to folks like Gladwell, Goleman, and Pink.

- We should be the translators of our research. We should be the ones making our research understandable, relevant, and practical to business. Translating our research more effectively would benefit practitioners and SIOP by:
 - Ensuring that our research is translated accurately.
 - Increasing the visibility of the profession.
 - Opening the door to more practitioner work and more academic research opportunities.
 - Enabling more organizations to benefit from what we do.
- Educate clients, business community, and public.
 - Educate organizational leaders about I-O solutions that contribute to organizational effectiveness.
 - Capitalize on opportunities, through our work, to educate the business community AND the public at large about who we are as a profession, how we differ from others who do related things (e.g., clinicians, HR, MBA, etc.), and the value we bring to organizations. This could increase the reach of our field and its impact on individuals, teams, and organizations.
 - Share best practices, experience, and practical solutions in open forums and through multiple media to ensure that needed information and tools get into the hands of decision makers.
 - Mainstream I-O practices, tools, and resources throughout the organization and follow the “teach a man to fish” philosophy whereby clients are taught to their level of interest and capability to carry out activities that will ensure rigor and ethics in talent management.
 - Improve management training regarding human resources, including a stronger focus on engagement and creating a workplace that fosters engagement that focuses on organizational outcomes.
 - Develop better communications to senior management on the impact and value of the science we can bring to bear on problems while moving them away from the perception that everyone is an expert when it comes to HR.
 - Be explicit about how supporting and engaging individuals/employees can contribute to organizational effectiveness.
 - Encourage scientific thinking among our clients.
 - Keep businesses and organizations attentive to behavioral science knowledge.
 - Help HR professionals understand and utilize statistics/analyses to drive decisions.
 - Educate clients/colleagues about the utility of our assessment expertise. HR generalists, managers, and executives do not see us equally able to contribute to prehire, promotional, and succession decisions.
 - Educate the future leaders in business schools (i.e., MBA and executive ed students) on how to apply I-O knowledge and evidence-

based solutions to manage and develop talent. Executives have always said that managing people is one of the hardest things they do, but we haven't done a good job of teaching them how to do that. They still have little clue that we have a lot of knowledge and powerful tools that can equip them to do it better.

- Seek opportunities to demonstrate value in nontraditional organizations and settings of high societal visibility/impact.
- Influence laws, regulations, and enforcement agencies so that our best knowledge is incorporated into public discourse about topics within our expertise. Opportunities for influence extend well beyond traditional selection and equal opportunity discussions (e.g., managing older workers, operating effective and healthy organizations, and enhancing privacy perceptions are a few areas where we can contribute).

2. Expand practice

- Expand practice.
 - Broaden views of "best fit" (i.e., consider other individual differences beside cognitive abilities/personality attributes; link personal characteristics to organizational dynamics, etc.) and integrate both the I and O indices/metrics.
 - Link your work to organizational sustainability. Sustainability for the environment and for leadership continuity gives our profession real impact in the world.
 - Become more global in our thinking...from both research and practice perspectives. We need more data on global leadership effectiveness/measurement.
 - Help organizations identify where to selectively invest in talent development.
 - Connect the dots...find ways to integrate efforts.
 - Look at interplay of macro- and microlevel aspects of workforce.
 - Branch out into all aspects of HR, including less traditional areas (i.e. compensation, labor relations, etc.).
 - Learn more about how companies can manage and lead across geographic/cultural lines and help organizations do this. Virtual organizations that rely on technological communication rather than face-to-face meetings will become common, and we need to develop relevant leadership models for this.
 - Give more attention to life cycles of individuals and organizations, what works at different points in an individual's career or life cycle, and how an organization's life cycle influences its operation and effective interventions.
 - Leverage our role in organizations to support organizational growth in the next 10 years as developing nations continue their evolution into American-like economies.
 - Be a good business partner, so I-O practitioners are business con-

sultants as well as HR consultants.

- Become better business leaders and explain how the scientific approach is superior to the schlock out there.
- Go outside of your comfort zone and work on real applied organizational problems not just what other I-Os are doing.
- Address the challenges of changing demographics around the world.
- Branch out beyond HR and talent management functions; spend time in functions where we need to leverage our training and insight on novel issues, e.g., the evolving nature of health care practice/organizations or environmental health and safety awareness.
- Help companies avoid increasingly hostile government regulators.
- Broaden to other roles.
 - I-Os will increasingly occupy leadership and policy roles inside HR departments.
 - More I-Os (PhD and MS level) will be in HR roles, not pure I-O roles.

3. Broaden skills

- Develop additional skills.
 - Expand involvement in executive coaching, selection, and development activities.
 - Develop and maintain our supporting nontechnical skill set (e.g., group facilitation, project management, client management skills).
 - Give greater attention to speaking to organizations in their own vernacular. Develop and implement practical models for the “real world” and deal with actual organizational complexities. Realize the limits of reductionist models. Learn to articulate the limits/boundaries of our research (when it applies, when it doesn’t, and under what circumstances).
 - Drive focus on accountabilities of individuals around their performance and growth.
 - Improve our communication and influencing skills. If we can’t communicate in ways that get people’s attention, the profession suffers and we fail to achieve the benefits of what the profession can offer.
 - Make an effort to understand diverse audiences, their perspective, and their needs/issues. Communicating information in ways that are meaningful to THEM is a critical skill that many practitioners either don’t know how to do OR don’t want to take the time to do.
 - It is frustrating that others outside of our field often get a lot of visibility and have more impact in organizations than we do. Why? Because they communicate our research better than we do (e.g., Malcolm Gladwell [*Blink*], Dan Pink [*Drive*], even SHRM translates info from our journals into more understandable, user friendly info for its members).
 - Learn better influencing strategies to convince organizations of the benefits of applying our science.

- Become far more effective in having marketable skills—i.e., reading financial reports, delivering effective communications, interacting with senior-level managers and boards.
- Understand how individuals learn and change with an emphasis on recent research in neuropsychology.
- Gain a broader understanding of leadership mindsets/frameworks, how they are formed, and how they are changed and developed; collectively become more skilled at iterating changes of organizations and individuals.
- Continue to build expertise in leadership development via job experiences domain. HR people lack knowledge and expertise to leverage our collective understanding and insights.
- Develop a global mind set and hone their CQ (cultural intelligence). Expose ourselves more to different cultures, different organizational conditions in different countries, and learn from our global colleagues.
- Have enough backbone to develop a point of view about what you do—just be sure the research and experience back it up.
- Build and maintain technical skills.
 - Maintain technical expertise to take advantage of and contribute to advances in our applied science (e.g., measurement of performance, selection testing).
 - Pursue continuing education that deepens our knowledge and judgment about appropriate and effective applications of I-O research findings/tools/instruments/methodologies.
 - Maintain and adapt methodological skills for less than ideal problems; case studies of nontraditional I-O applications. Adapt to an increasingly virtual, global world that maintains processes through the Internet and includes many different organizations.

4. Focus on specific issues

- Promote the integration of organizational and individual development strategies.
- Assist organizations in selecting, training/developing, promoting, and engaging individuals that are “best fit” at all levels (entry to senior manager).
- Coach senior management to more effectively lead.
- Support coaching and individual effectiveness.
- Use workforce and strategic planning to help organizations adapt to changes.
- The U.S. is lagging in innovation and creativity, our former competitive advantage. Mount an effort to understand and develop recommendations on how to bring innovation back into the workplace.
- Promote the use of workforce analytics and related technologies.
- Focus on alternative selection procedures to improve and validate ques-

tionable ones (e.g., resumé screening, unproctored testing) and to reduce reliance on single measure cognitive ability tests and the resulting adverse impact.

- Aggressively research assessment use across the globe. Understand item types and which are more or less prone to cultural impact.
- Pursue change management.
- Utilize organizational design/redesign.
- Become experts on creating versatile/easily redeployed talent.
- Learn more about different types of organizations and what makes them work (e.g., from the very complex IBM matrix to small micro-credit Indian firms). Broaden our understanding of organizational effectiveness to the new emerging forms of organizations.
- Conduct employee, team, and organizational adaptability research.
- Focus on skill development, behaviors, and motivation that are under employee's control and can be developed, instead of traits, (e.g., we are now talking about trait-learning orientation—how ironic is that?).
- Pursue leadership development research.

5. Stay current on research and practice

- Stay current in the field
 - Learn more about practice-related research! We need to have easy access to volumes of literature, sorted by topic and summarized in easily digested form. Getting access to research journals and scientific information is difficult for most practitioners; they have to overcome significant hurdles to catch up on the latest research knowledge. Once access is provided, then practitioners should take full advantage of it!
 - Communicate with researchers on what is needed to better understand real-world settings. Stimulate research that will have practical usefulness to practitioners. If more research is created, more of what I-Os do will be guided by science.
 - Help grow our research base. For example, hook up with academics who are actively doing research in areas relevant to our practice work. Help them understand the tough questions we are addressing and where we lack research to guide us. To the extent possible, collaborate on research.
 - Better leverage our strong advantage as scientists (e.g., we know how to measure and shape behavior) while still speaking the language of our ultimate “customers.” There is a great divide between academicians and practitioners—how do we appreciate each other better and help each other become even more productive and effective? Supporting the “science you can use” idea, Kurt’s wiki idea, and so forth seem to be steps in the right direction.
 - Stay current, connected, and active with the field and research being produced. Many practitioners (not all) land on their favorite model/approach/tool and stop connecting to the new ideas, concepts, and

work being produced (they also stop coming to SIOP as we know). Ultimately they get stale and less relevant to their organization as they mature as professionals, which ironically is when their potential contribution increases.

- Tap into the available data; take advantage of opportunities given by it to explore, investigate, and test hypotheses about people and behavior in organizations and use it to contribute to both individual and organizational outcomes.
- Stay involved with other professionals to push oneself to stay up on matters, science, and knowledge.
- Support practice with evidence.
- Stay grounded in research
 - Show how science underlies organizational performance and leadership effectiveness.
 - Promote fact-based/data-driven decision making on all people fronts (e.g., selection, assessment, leading, measuring change; surveys, employee engagement, development focus, and expected returns, etc.).
 - Use applied R&D (e.g., job analysis, test development, validation) to support organizational needs. Be cognizant of organizational realities without sacrificing technical quality.
 - Realize the limits of reductionist models. Learn to articulate the limits of our research (when it applies, when it doesn't, and under what circumstances).
 - Monitor the focus on “evidence-based” practice so that it continues to involve professional judgment and does not become merely formulaic and reductionistic.
 - As it was in the beginning it shall continue to be in the future: The scientist-practitioner (or evidence-based) approach is the key towards ensuring organizational and individual effectiveness across our practice areas.
 - Keep practice work grounded in I-O research as much as possible. (e.g., if you are working in leadership development, stay current on research on executive assessment, leadership theory, learning from experience, etc.).
 - Stay true to research principles, the profession, and APA ethical principles.

6. Improve education and development

- Change graduate training
 - Take a hard look at what is missing in graduate training and fill in the gaps. For example, if I-O psychologists are going to continue to pursue coaching, we need to be learning more from our clinical brethren. If we expect to consult with those in the upper echelons of corporations, we need to require more business coursework related to topics such as strategy. How do we better prepare our students for

the nonacademic/content side of their work: networking, managing projects, political savvy, and so on?

- Are the online I-O professional schools training students to the same standards as traditional brick and mortar schools? Or maybe traditional schools have a lot to learn from these new up and coming programs.
- Ensure every I-O psychology graduate program has strong practitioner representation on the faculty (perhaps as adjunct faculty members). They are critical to bringing balance and real-world understanding to I-O graduate education.
- Strengthen own education and development.
 - Support high-quality, relevant, practical continuing education and development. Support practitioners as we try to learn, hone skills, and compliment our learning in every day work with available research. SIOP might offer study groups that “meet” 4–6 times annually to discuss assigned readings, hear from experts, and so on. with tracks on leadership development, succession planning, coaching, team development, and so forth. SIOP could offer executive-track training in specialty areas (equivalent to executive MBA or certification programs). This is most pressing in coaching because there are other bodies out there doing this for non I-Os but it could be done in many areas. A SIOP mentoring program would be nice too—perhaps to participate you have to mentor and be mentored?
 - Raise awareness of the psychological principals of behavior, thought, and affect and their importance at work. Strategically, this is our most unique and defensible domain. Anyone who has worked with individuals in the workplace knows that our field is stat heavy and psych light.
 - Don’t stop “going to school.”
 - Learn all you can about other applicable areas of psychology and participate in multidisciplinary teams to bring the best to organizational clients.
 - Expand our professional curriculum to include business, quality improvement, and organizational consulting skills, even in graduate school; this is an important complement to current professional development. Cross training might also include consumer psychology and customer experience dynamics.
 - SIOP should offer webinars on topics. Get outstanding presenters who know the research and who can translate it so it is useful and relevant to practitioners. SIOP could get really good speakers for much lower rates than if this were done for pure marketing; but SIOP would need to come out of the gate strong in order to make it work.
- Learn from others.
 - Recognize, admit, and address what we don’t know and take action

on that info. Seek out more opportunities to learn from, AND collaborate with, colleagues in other parts of our profession AND outside our field. Recognize that we can't/don't know it all. If we really care about the quality of the end product, we need to learn from and work with others. The global nature of work and the complexity of business challenges we face make this important.

- Embrace those in other disciplines.
- Stay current enough in all relevant domains of I-O.

7. Learn about clients and business

- Understand business (how organizations make money, how to read a balance sheet, etc.).
- Better understand business challenges from the viewpoint of executives and entrepreneurs.
- Understand the business context we operate in. Learn enough about marketing, finance, R&D, operations, and so on, to be credible in business discussions. Learn how to draw connections between the HR/ I-O work we are doing and business outcomes.
- Learn how companies make money! If we don't, then we cannot contribute in ways that key decision makers support. Consultant practitioners will always practice at the mercy of executive sponsors and discretionary funding. Similarly, understand how non-profits deliver on their mission! Otherwise I-O psychologists will continue to be operating along the fringe of organizations.
- Get business experience; take business/financial courses.
- Enhance our understanding of the business (operations, language, financials) so we are not seen purely as technicians but also as business partners. Many executive coaches that are popping up are successful because they are former executives who speak the language and understand the business dynamics. Many I-O folks are too deep in their technical expertise and never see above the tree (let alone forest) in front of them.
- Learn business models and understand the pragmatics of culture and organizational politics.
- Find ways to get many on-the-job learning experiences to understand the business of clients.
- Actively read and participate in the business literature.
- Understand and address what executives need to make their organizations successful.

8. Be professionally active

- Be professionally active.
- Be professionally active and visible. A broad base of stakeholders, constituents, and partners need to be aware of the value we bring to workplace issues. Continue to refine our public "brand" as professionals.
- Participate in SIOP. I continue to be surprised at the number of I-O

folks I meet who haven't maintained their membership or attended a conference in ages. Staying current in the field is job one for contributing.

- Insure that we have a clear idea of who we are, how we differ from others, and the value we bring.
- Get licensed as a psychologist and support others who want to define and defend the field.
- Coalesce around a single job title (e.g., I-O psychologist).
- Share practitioner knowledge.
 - One challenge is that practitioners typically realize value via proprietary services, trademarks or patents, whereas academics realize value via publications. Publications are safe as they multiply (as oppose to dilute) "share value." Practitioners need to find ways to profitably share their knowledge and experience in a world where we are predominantly rewarded (or even required) for not sharing. Clinicians have figured it out.
 - Support and contribute to I-O practitioner literature.
- Publish/write.
 - Do more writing about the issues we face and the solutions we use to address them.
 - Publish more, especially in practitioner outlets, even if "2nd tier" and nonrefereed.
 - Publish/present experiences and case studies. Leverage opportunities to do so (e.g., the I-O *Perspectives* journal, *Consulting Psychology Journal*, and the SIOP conference practitioner forums). Practitioners have a lot to offer in making strong theory work in the field.

9. Improve tools and procedures

- Integrate with technology.
 - Learn how to integrate organizational psychology practice with technology (e.g., build own understanding of technology, influence specifications of HR software systems, or partner with software companies).
 - Emphasize technology more to administer more efficient and cost-effective programs.
- Develop new processes.
 - Challenge old paradigms. Get real and recognize that by using the same methods and designs, we will see limits on the sacred criterion-related validity coefficient and actually see it go down as work becomes an even more complex construct.
 - Put a "D" on the back of our strong "R" friends in academia to make us relevant to people besides other I-Os. (How interesting/diverse, really, is the attendance at SIOP conferences?) Research is nice but incomplete without development of new, ALLURING, and DIRECTLY RELEVANT tools and systems. Provide real input and

- feedback on the efficacy and relevance of I-O research to guide and launch new processes/tools.
- Develop legally defensible selection procedures in a shorter period of time. Maybe we can work together to streamline the process.
- Provide fully integrated solutions.
 - For I-O internal consultants (e.g., in a Center of Excellence) it is critical to partner with other HR functions and COEs (i.e., talent management, selection/assessment, organizational learning, staffing, diversity, performance management, etc.) to create and communicate an integrated strategy, vision, and tactical game plan for attracting, developing, and retaining talent. Line leaders see these efforts as a collective talent-focused imperative not as distinct functions or processes (the way it may be perceived within HR). We need to get really good at marketing and communicating a fully integrated solution so line leaders feel they have the tools and support they need.
 - Help CEOs see the big picture of how different HR activities fit together.

- Save good products and services.

- Not sure this is feasible but someone might find a workable solution: Create a “safe deposit box” for I-O products that companies discard. The contents would still be there when the company regains its senses. Another alternative (perhaps challenging to get past the attorneys) would be to create a donation center where the products/services could be deposited after the company identity was stripped off. I hate to see good stuff tossed and then recreated.

10. Measure and communicate business outcomes

- Use metrics to demonstrate ROI and connect to strategy. More overtly pursue and balance the trio of values of supporting the organization, supporting science, and supporting the individual.
- Improve the way we conduct and communicate the business case and ROI for the work we do. There is increasing demand for us to demonstrate a solid business case for all our work. The challenge is that the methodology, metrics, and data for doing classic utility analysis are not useful for communicating to line leaders. We need to find a better, easier way to make our case and communicate it to executives.
- Help CEOs focus on measureable bottom-line results.
- Tie our research to business outcomes. Profit is no more a dirty word than is salary. We do need to get over this.
- Continue to look at impact on business outcomes, including human values and citizenship.
- Understand how groups/organizations get things done (or not) and what are the practices that drive effectiveness.
- Align our work with the business strategy.
- Measure not only the validity but also the impact/value of what we do

(and the tools/solutions we develop) on the profitability, productivity, health and well-being, and long-term success of organizations.

11. Connect research and practice

- Build stronger connections between practitioners and scientists.
 - Reduce the animosity between academics and practitioners. Practitioners are not stupid, and academics do have good ideas. We need to start working together and understand the limitations that each of us face.
 - Better bridge the scientist-practitioner gap so that the academic side is producing research that practitioners can actually leverage with their clients. Organizations like Gallup, CLC, or Hewitt have a tremendous business impact when they release research (even if it is of questionable quality), while the really good content in *Personnel Psychology* is so technical that you could never give a copy to a manager and have them understand it. We need more translation vehicles (e.g., the Professional Practice Series is pretty good in this regard) and research that is directed at more relevant topics.
 - Keep the scientist-practitioner model working—an integrated and focused approach.
 - Enhance the link between research and practice (strengthen our evidence-based practices).
 - Encourage more collaboration between research and practice.
- Influence researchers to do meaningful practice-oriented research.
 - Influence organizational researchers (not only I-Os) to conduct meaningful (i.e., practice-based evidence) research that will be useful for evidence-based practice.
 - Determine ways to conduct research more efficiently.

Summary

These practitioner suggestions reinforce a number of ideas that have been discussed in I-O circles over the years and bring clarity and focus to those ideas. In our view the primary actions that I-O practitioners should take are to:

- Proactively promote I-O psychology to clients and the public
- Leverage our knowledge in other areas of business and HR
- Improve our skills in communicating and addressing organizational needs
- Focus on critical issues related to organizational and individual effectiveness
- Make an ongoing effort to stay current on I-O practice and research
- Take accountability for pursuing professional education and development
- Spend more time knowing the business and learning about client issues
- Stay professionally active by continuously learning, sharing, writing, and presenting
- Build new tools and integrated approaches to organizational issues

- Connect our work to business outcomes
- Bridge the gap between science and practice; connect practitioners and academics

These action steps require a proactive and forward-looking approach to our profession. In the past I-O psychologists have been accused of being handmaidens to management and just taking orders from others. This has unfortunately led to limited influence in organizations and the perception that other fields are doing a better job than we are of leveraging our own knowledge and tools in organizations.

These comments underscore the difference between wishful thinking and passive reality. Most I-O psychologists would like to have greater impact and influence in organizations. However as a profession we tend to take a more passive, reactive approach. For example, how many I-O psychologists working in organizations identify themselves as I-O psychologists? Instead of promoting our field and our knowledge, we often hide it. Perhaps a place to start is to focus our efforts on building our professional visibility and reputation.

Our profession is in a unique position of seeing an integrated talent management picture in organizations and leveraging our knowledge of individuals, organizations, and systems to build effective individuals and organizations. However we must get better at communicating it. Our personal perspective is to be proactive and actively shape the future of I-O psychology.

This article is the second of several articles that explores the future direction of I-O psychology and focuses on what I-O psychologists can do to proactively shape the future of our field. The next article will discuss what SIOP, as a professional organization, can do to support the future of our profession.

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Western culture places great emphasis on the role of individual leaders in the success or failure of teams, businesses—even entire economies. Leaders often seem to receive credit for success and the blame for failure without regard to the actual influence or control they have over outcomes. Western culture also embraces various versions of capitalism, which suggests that following one's "self-interest" is the path to economic utopia. A recent study by Maner and Mead (2010) in the *Journal of Personality and Social Psychology* examines the tension leaders face between focusing on group/organization goals versus their own self-interest.

Ideally, group and organization goals and the leader's self-interest overlap; however, with the power vested in leaders and the cultural drive toward self-interest, there are opportunities to achieve personal gains versus those in the best interest of the organization. Maner and Mead drew upon a variety of functionalist evolutionary theories of leadership and power to develop hypotheses. For example, Van Vugt, Hogan, and Kaiser (2008) suggest that the disproportionate power that leaders have over a group and its resources creates a conflict of interest wherein a leader might choose to use power to ensure achievement of the group's goals, their own, or some balance between these.

The status that leaders enjoy comes at the expense of follower status and power because followers must relinquish some amount of power to enable leadership. Given the enhanced status and privilege accorded leaders, leaders are motivated to maintain their status, and followers generally seek to decrease the gap between their own status and that of the leader. This might suggest that as long as a leader is seen as solving problems that matter to followers, followers will continue to enable that leader.

Maner and Mead (2010) examine individual differences, specifically dominance and prestige, to further develop their model. Drawing upon Henrich and Gil-White's (2001) theory of status and leadership, the authors suggest that dominance and prestige are two approaches to attain leadership status. The authors suggest that leaders who rise to the top through dominance (use power through force) are more likely to use their power for self- versus group interest, and those who rise to the top through prestige (garner respect and direct skills toward group goals) are more likely to focus on group goals. The authors tested their hypotheses, which focused on understanding the factors that contributed to leaders pursuing their own versus group goals. Several of their findings are interesting and helpful to understand leadership behavior and, hopefully, change it.

Over the course of four experiments, Maner and Mead (2010) found that leaders high in dominance motivation were more likely to protect their own position versus pursue group interests when facing a trade off between these goals. Further, high dominance motivation leaders were more likely to protect their position versus include high performers when they perceived these workers as a threat to their own power.

Are there circumstances that lead a high dominance motivation leader to act upon group goals versus their own self-interest? Findings suggest that when such leaders perceive high intergroup competition (external competition for market share, for example), they are more likely to engage (as opposed to exclude) high performers in pursuit of group goals. Finally, absent external competition, high-dominance leaders were more likely to assign high-performing members to tasks and roles over which they would influence others very little.

These findings suggest a few implications for practice. For example, high-dominance leaders might be more likely to pursue their self-interest, such as maintaining their own power, unless particular circumstances exist. High-dominance leaders are more likely to act in the group's best interest when they do not perceive competition for their power and status from within the team. Thus, the more stable and clear the roles and hierarchy are, the more likely the high-dominance leader will perceive and pursue group goals as their own. Perceived external competition seems also to align high-dominance leader's behavior with group interest. Thus, such leaders might need a clear connection between their organization's work and the potential threat of the competition. Finally, from the perspective of fit, organizations hiring high dominance motivation leaders might do well to ensure the structure, roles, and competition will support group versus self-interest behavior by the new leader.

de Vries, Bakker-Pieper, and Oostenveld (2010) recently shared their work regarding leadership, communication, and leadership outcomes in the *Journal of Business and Psychology*. The authors were interested in investigating the communication styles leaders use in their day-to-day work with others and their communication style's impact on outcomes. Previous research has investigated public speeches by leaders; however, there are few examples of the more mundane, daily communication styles of leaders. Earlier, de Vries, Bakker-Pieper, Alting Siberg, Van Gameren, and Vlug (2009) conducted a lexical study of 744 adjectives and 837 verbs drawn from the English language and developed seven primary factors: Expressiveness, Preciseness, Niceness, Supportiveness, Verbal Aggressiveness, Emotional Tension, and Argumentativeness. Two-hundred seventy-nine participants completed assessments of the communication styles, leadership styles (i.e., charismatic leadership, task oriented, and human oriented), and leadership outcomes (perceived performance, satisfaction with leader, subordinate commitment) within the Dutch Ministry of Education, Culture, and Science.

Findings suggest that charismatic and human-oriented leadership are more strongly associated with communication style than is task-oriented

leadership. Human-oriented leadership was most strongly associated with Supportiveness, Expressiveness, and a lack of aggressiveness styles. Charismatic leadership was most strongly associated with assured, supportive, argumentative, precise, and nonaggressive leadership styles. Task-oriented leadership was less strongly associated with leadership communication style overall; assuredness, preciseness, and (less strongly) aggressiveness communication styles were the three styles best defined this style of leadership.

Leadership style and communication style both accounted for significant variance in the outcome measures, with leadership style mediating much of the relationship between communication style and outcomes. An interesting exception was the communication style “Preciseness,” which along with “Supportiveness” were both predictive of perceived leader performance and satisfaction above and beyond charismatic and human-oriented leadership styles. The importance of Preciseness in leader communication style was an interesting finding. A review of the de Vries et al. (2009) lexical study provides some of the terms found to define the Preciseness factor. A sampling includes the following terms: professional, expert, efficient, well thought out, purposeful, accurate, consistent, calm, and decisive. Given the importance of Preciseness to leadership outcomes, it seems reasonable that helping leaders develop the skills to provide concise, clear communication to subordinates can increase perceived effectiveness and follower satisfaction. The authors suggest that these findings help to clarify some of the specific behaviors that charismatic and human-oriented leaders demonstrate and should provide some direction for training and developing leaders.

Two articles from the recent issue of the *Journal of Applied Psychology* dealt with the idea of “distance” but in two very different and interesting ways. First, Charlotte Fritz, Maya Yankelevich, Anna Zarubin, and Patricia Barger (2010) looked at ways that people put psychological distance between their work and nonwork roles, and how that affected their well-being. It’s fairly straight forward to hypothesize that people who can separate the two are able to realize greater job performance and mental health. What made this research interesting, though, was that the researchers recognized the real-world implications of too much detachment from work during nonwork time. If the space between your work time and “me time” goes from a small gap to a canyon, you may need more time to trek back across come Monday morning, resulting in lowered job performance and stress.

Fritz et al. (2010) took cues from previous research and characterized detachment as being away from work and not thinking about it—a cognitive state made more elusive with the rise of “always-on” devices like cell phones and the Internet. Also citing prior research, they hypothesize that detachment is negatively associated with emotional exhaustion and positively correlated with life satisfaction. Furthermore, following through on the “more isn’t always better” idea, the researchers posit that there is a curvilinear relationship between detachment and task performance, such that medium levels of detachment are likely to result in higher performance relative to high and low levels.

To test these hypotheses, Fritz et al. (2010) surveyed administrative employees (and, in part, their significant others) from colleges and universities. Results showed that, perhaps not surprisingly, detachment was negatively correlated with emotional exhaustion and life satisfaction. Knowing when to step away for a bit helped in those areas. But more interestingly, the predicted curvilinear relationship between detachment and job performance emerged as well. Those who didn't separate at all and those who ran for the hills without looking back at the end of each work day were less likely to perform highly in their jobs.

The implications for encouraging and allowing complete versus partial detachment can be left to practitioners (or like-minded academics) to test, but there appear to be boundaries to the problem that had not been previously shown. Future researchers should consider the question, though, of how these factors play out when one's job is fun, invigorating, and engaging rather than exhausting, draining, and something you look forward to leaving behind. Would the same effects be observed?

Another article in the recent issue of *Journal of Applied Psychology* that plays with the concept of difference is one by Amy Christie and Julian Barling (2010) entitled "Beyond Status: Relating Status Inequality to Performance and Health in Teams." The researchers here examine the role of status on group members' physical health and job performance. But what's groundbreaking about this research is its acknowledgement that status is a relative thing: No matter how big a fish you are, there's always a bigger pond out there somewhere. What matters is one's status relative to the status of other team members. It also matters how one reacts to differences in status. Christie and Barling were specifically interested in the interaction between the presence of noncooperative coping strategies (i.e., those in which the team member chooses to undermine, withdraw, or not cooperate) and how different gaps in member status affect performance and health.

Another reason the article is interesting is that the researchers looked at National Basketball Association (NBA) players and their teams as the units of measure. Besides being an interesting hook, this had several benefits: It provided unambiguous measures of performance and cooperation (not to mention clear opportunities to do both), it clearly sorts subjects into teams, and there are lots of data readily available. The researchers developed measures of status that looked not only at salaries, number of games played, and tenure but also an indicator of celebrity fame composed of how many times the player was mentioned in the weekly sporting magazine *Sports Illustrated*.

Results of the analyses were a bit mixed, but it was found that when players exhibited uncooperative behavior (e.g., fighting or getting ejected from games) they were less likely to perform well if their status was low relative to others on their team. The same was not true of relatively high status players or when uncooperative behavior was absent. Hypotheses related to illness and absenteeism were not supported, perhaps due to other predictors of absenteeism in the NBA muddying those statistical waters.

Of course, relying solely on data from basketball players presents limitations. One obvious pothole on the road to generalizability is that the NBA employs no women as players. And just beyond that is the fact that these players are the best of the best in their occupation and are highly visible—the same can't be said of most employees with whom I-O practitioners would be working. Still, the authors argue that the research findings are most applicable to “performance action teams” that are characterized by intense bursts of work on complex, challenging, and highly visible tasks requiring highly interdependent teams. It's also worth noting that the study highlighted the important mediating role of noncooperation in determining how disparate status affects job performance. Even if a manager can't eliminate something as fundamental to organizations as differences in status, he/she can attack the problem by encouraging cooperative behaviors.

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PRO-SOCIAL I-O – QUO VADIS?

Enabling Capacity in the “Missing Middle”: Expanding Roles for Psychometric Tests?

Stuart Carr
Massey University

Bailey Klinger is a cofounder and director of Harvard University's Entrepreneurial Finance Lab (EFL) and a fellow at Harvard's Center for International Development. An economist by training, Bailey's research focuses on entrepreneurial and small-business finance, as well as trade, structural transformation, and growth. He has consulted for the World Bank, United Nations, Inter-American Development Bank, and various country governments in Africa, Asia, and Latin America. He received his MPA (Master of Public Administration) in international development and PhD in public policy at Harvard's Kennedy School of Government. Dr. Klinger's work at EFL focuses on enabling access to finance for would-be small and medium enterprises (SMEs), and SME entrepreneurs, in lower income settings. In these low-income economies, SMEs are sometimes referred to as a “missing middle.” That is because SMEs fall between better served micro-enterprises (like informal credit networks) on the one hand and relatively macro-sized organizations—that is, corporations who have access to capital markets—on the other. In August 2010 however, the G20 (which includes for example the U.S.A., India, and South Africa) launched a competition to find models that best enable access to finance for these underserved SME organizations in low-income countries. From an international pool of 350 applicants, the EFL program was selected as an eventual winner of this global “SME Finance Challenge” (<http://www.efinlab.com/index.php>). EFL is also currently a competitor in the “People's Choice” award, which closed November 8, 2010. Today, Bailey tells us more about the program and an expanding role for I-O psychology.

Bailey, can you tell us a little bit more about the work at EFL?

SMEs play a major role in economic development, particularly in “developed” economies where they are the single largest contributor to employment and job creation, and account for a significant share of gross domestic product (GDP). One big constraint to decent work and poverty reduction worldwide is the lack of SMEs in low-income countries. For example, it has been estimated by economists that \$3.6 trillion of GDP is lost annually in the missing mid-

dle. Financing the development of SME organizations, in low income countries, is therefore critical to global development. The process of financing often starts with a basic process of credit screening. Yet banks are often short of decision-making information, for example, a formal business plan or financial statements. Even if they did have access to these, their transaction costs for smaller loan amounts would be impractically high. So what happens is that they have to rely on crude indicators, such as credit history and demographic information. This reliance unfortunately ends up locking out many potentially successful entrepreneurs, thereby constraining business and employment in the local community. EFL thinks that the screening process could be vastly improved. Instead of only lending to the small minority that possess credit and other crude demographic indicators, our EFL program asks: What new information can be easily gathered to more effectively, and fairly, enable access and opportunity for small businesses in lower income countries?

Where does I-O psychology come in to your work?

We came to the issue as economists not psychologists. However within our discipline behavioral economics is on the rise. In that broad vein, initially we looked at lie detector and other physiological indicators. Eventually we arrived at psychometric tests. We were impressed with the amount of published validating research for many of those tests, including their predictive validity in workplace settings generally. In addition, there is an extended literature using such tools to analyze entrepreneurship in developed (for reviews, Ciavarella, Buchholtz, Rior-dan, Gatewood, & Stokes, 2003; Rauch & Frese, 2007) and also developing (e.g., Frese, 2000) countries. We felt then that selection for funding SMEs might be an analogous problem, especially with extant parallels in the wider finance sector. So we decided to begin exploring the usefulness of psychometric tests of cognitive and psychological characteristics. They included, for instance, personality, honesty and character, fluid intelligence, and applied business skills.

The first phase in our program has really been mostly about piloting and gauging the applicability and validity of such measures (“what works”). We have done this by working closely with team members and collaborators from a range of settings in Africa and Latin America. Aspects of the tests (like test norms) may need to be adjusted to suit culture and context, but on the whole we have found that some tools are robust at predicting outcomes (like business performance and loan repayment behaviour) across a range of country settings, *without requiring any credit history or collateral*. At the same time, it is really interesting to note that “which” of the measures, precisely, actually predicts successfully varies across *type* of organization (especially business size and activity). These findings may parallel new evidence from other sectors, such as international aid (ESRC, 2010).

All-in-all, the empirical evidence seems to be mounting that psychological tests have a role to play in enabling capacity in the missing middle and that organizations themselves have a key role to play.

How prominent then is I-O in your field?

Not really very active at all, at least not at the present time. We at EFL more or less stumbled upon psychometric tests during the early stages of the program. It is probably fair to say that economics has been quite closed to other disciplines in the past, working mainly with statistics and mathematics. The rise of behavioral economics is changing things, but I-O psychology nevertheless remains relatively new to other network teams like ours, working in enterprise development and in lower income settings. EFL is quite unusual by working with I-O psychologists in industry. For example, we purchase tests from pre-employment screening firms, and we work closely with the I-O psychologists working in those firms. As the EFL program expands (for instance, we are scheduled to conduct over 30,000 tests in the next year, across five African countries!), we are going to need many more tools, and more underlying constructs and theory, to help us explore and attempt to evaluate the application of testing processes. I guess that means that there is going to be much more need for local and international I-O input, and advice, in the near to midterm future.

How could our profession help more?

For us specifically, we are interested in deepening our connections with experts in these areas. We are looking for new forms of default tests. We are constantly trying out new tests and hoping at some stage to incorporate some of them into our growing EFL toolbox. Ultimately, the work we are doing at EFL fits quite well into the wider initiative being called humanitarian work psychology. This I believe is attracting growing interest globally across your profession (<http://www.humworkpsy.org/>). Our statistically validated tools are humanitarian because they will make a large portfolio of small SME bank loans economically viable and, to that extent, available. Even now, some 4,000 SMEs in Kenya will have credit through EFL and its psychometric tools. EFL's low-cost, automated screening tool will allow more and more banks to lend into the missing middle, thereby enhancing economic inclusion and fostering decent work and socioeconomic development out of poverty.

Do you have any take-home messages for the readers of TIP?

The research behind EFL was based on economic evidence of high returns to capital for SMEs that the missing middle is not just caused by inefficient business environments and the cost of formality but rather because finance is not reaching entrepreneurs. Enabling the context for high-potential entrepreneurs can help to grow businesses, employment, and economic growth in local communities. Our strong feeling is that access to finance is a key driver for development in low-income countries and that I-O psychology is a key component in that process. If you know of any research, instruments, ideas for opening up entrepreneurial finance, then we would like to hear from you at info@efinlab.com.

Thank you, Bailey, for a most enlightening, uplifting, and encouraging discussion!

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Was the Addition of Sex to Title VII a Joke? Two Viewpoints

Note: This edition of the **History Corner** includes two views on how sex ended up as a protected class under Title VII of the Civil Rights Act of 1964. I initially wrote an essay advocating the con side (it was not a joke) and asked **Art Gutman** if he would provide comments—and possible corrections to my legalese. Art liked my article but was still sympathetic to the pro side (it was a joke). So, I thought it would be best to present both sides. After all, history is all about providing unique interpretations of events.

Art Gutman's addendum directly follows this article.

I-O Urban Legend

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Bowling Green State University

The addition of sex to protected classes under Title VII of the Civil Rights Act of 1964 was a watershed event in women's rights. It not only provided protection against unfair discrimination in hiring, firing, and promotion, it also set the stage for protection against sexual harassment in the workplace. Title VII was the foundation upon which the "hostile work environment" theory was built into case law. Many students of employment law are aware that sex was added at the last minute to race, religion, color, and national origin as protected classes. In fact, conventional wisdom suggests that sex was added to the bill in order to kill it! This conclusion was reached by legal scholars of the period (e.g., Vaas, 1966) and is repeated in I-O psychology textbooks on employee selection. For example, Guion (1998) noted that sex was added "in a misguided and unsuccessful effort to derail support for the proposed Act" (p. 166). Berry (2003) commented that "in an attempt to defeat the measure, its opponents added language that would prohibit sex discrimination as well as racial discrimination" (p. 131). According to Gold (1980):

The conventional view is that sex was added as a protected class to the employment discrimination title of the Civil Rights Act of 1964 for the purpose of defeating it by making it unacceptable to some of its supporters or by laughing it to death (p. 453).

Was the addition of sex to Title VII really a joke gone terribly wrong for the hapless jokester?

The arguments in favor of the joke hypothesis are fairly strong. The amendment to add sex to Title VII was introduced 2 days before the vote by Representative Howard W. Smith (aka Judge Smith), a Democrat from Virginia who was vocally opposed to civil rights for Blacks. His introduction of the amendment stimulated hours of humorous debate in the House of Representatives, which some referred to as “ladies day in the House.” Adding to the hilarity, Judge Smith read a letter from a constituent who wanted him to introduce another amendment on behalf of women:

I suggest that you might also favor an amendment or a bill to correct the present “imbalance” which exists between males and females in the United States....The census of 1960 shows that we had 88,331,000 males living in this country, and 90,992,000 females, which leaves the country with an “imbalance” of 2,661,000 females....

Just why the Creator would set up such an imbalance of spinsters, shutting off the “right” of every female to have a husband of her own, is, of course, known only to nature. But I am sure you will agree that this is a grave injustice to womankind and something the congress and president Johnson should take immediate steps to correct, especially in this election year....Would you have any suggestions as to what course our Government might pursue to protect our spinster friends in their “right” to a nice husband and family?

One can imagine this scene playing out like an episode of *Mad Men*, a fictional television series set in the 1960s. Indeed, it seems that Judge Smith was introducing this amendment because it would be seen, in 1964, as completely absurd to provide protection to women against unfair treatment in the workplace. After all, Smith ultimately voted against the Civil Rights Act of 1964.

One problem with this hypothesis, however, is that it ignores Judge Smith’s close relationship with the National Women’s Party (NWP). Smith had a history of speaking in favor of a sex amendment since 1956, had supported an equal rights amendment since 1943, and was considered by the NWP as “our Rock of Gibraltar” (see Freeman, 1991). In fact, prior to his introduction of the amendment, Judge Smith responded on *Meet the Press* to a question from a female reporter (also a member of the NWP) about whether he planned to put equal rights for women in Title VII: “I might do that,” he said. This episode suggests that the introduction of Smith’s amendment was not a last-minute ambush on the Civil Rights Act but an anticipated behavior by a politician seen as an ally in the fight for women’s rights.

The notion that the addition of sex to the bill was intended to derail it is also belied by the fact that the sex provision was barely mentioned during the 83 days it was debated in the Senate (Gold, 1980). If the amendment was meant to create rioting in the halls of Congress, then the sponsor would have been wildly off in his prediction. It seems unlikely that Smith, a very power-

ful Rules Committee chairman and leader of the conservative coalition, would have misjudged the landscape so completely.

Smith was also concerned that Title VII as written would hurt White women disproportionately. Smith commented:

The first thing that an employer will look at [unless the Smith amendment is approved] will be the provision with regard to the records he must keep. If he does not employ that colored woman and has to make that record, the employer will say, “Well, now, if I hire the colored woman I will not be in any trouble, but if I do not hire the colored woman and hire the white woman, then the [EEO] Commission is going to be looking down my throat and will want to know why I did not. I may be in a lawsuit. That will happen as surely as we are here this afternoon. You all know it.

This issue would have been especially salient in an era when men’s and women’s jobs were highly segregated by gender stereotypes. Thus, the Smith amendment seemed motivated not only by a desire to end sex discrimination in employment but also to ensure that White women did not get the short end of the stick.

Why, therefore, did Smith vote against the Civil Rights Act of 1964? Smith was a noted racist, but he was aware that the tide of public sentiment was overwhelmingly in favor of having the bill pass. In other words, Smith may have felt that, as long as the bill was going to pass, he was going to ensure that protection for women in the workplace was going to be part of it. His vote against the bill was predictable, given his beliefs about White superiority and pressure from his conservative coalition.

It seems that the conventional wisdom about how sex ended up in Title VII is another example of an I-O urban legend. As Freeman (1991) concluded, “Despite the humor that Smith injected into the ‘Ladies Day’ debate, what evidence there is does not indicate that he had proposed his amendment as a joke” (p. 13). Interesting, however, is how early this legend originated. *Title VII: Legislative History* by Francis Vaas was written in 1966 and noted that Smith offered the amendment “in a spirit of satire and ironic cajolery.” Although Vaas never says that the amendment was introduced to derail the bill, he certainly implies it when he points out that Edith Green, author of the Equal Pay Act, spoke out against the amendment. Later scholars have noted, however, that Green was the only congresswoman to speak against the amendment (five congresswomen spoke in favor of it) and was concerned that ending discrimination toward Blacks was a more pressing societal issue. Many supporters of the Civil Rights Act, including the Johnson administration, felt that it was necessary to separate legislation aimed at racial discrimination from legislation aimed at sex discrimination.

A negative outcome of the early interpretation (i.e., the joke hypothesis) is that it may have caused the EEOC to take sex discrimination less seriously than racial discrimination. Freeman commented that the EEOC “viewed the sex

amendment as a ‘fluke’ that was ‘conceived out of wedlock,’ and tried to ignore its existence” (1991; p. 1). Clearly misinterpretations of history can lead to consequences more serious than being misled by simple textbook urban legends.

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Legendary, But to What End?

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I agree with most of what Scott says. Expert historians (including Scott) correctly note that Howard Smith was a racist opposed to Title VII but at the same time a pioneer of women’s rights who was responsible, for example, for incorporating an equal rights amendment into the Republican presidential plank as early as 1944. In addition, there was much hilarity associated with Smith’s amendment on the floor of Congress, and Smith, himself, contributed to it in a big way. That said, I don’t believe the amendment was a joke. Furthermore, whether it was a ploy to sabotage Title VII is debatable. However, although the inclusion of sex as a protected Title VII class was a watershed event, I think that the Smith amendment helped set back, rather than facilitate, how the courts initially viewed racial harassment as compared to sexual harassment.

If the notion that Smith’s amendment was a ploy to sabotage Title VII is part of the I-O urban legend, then there is no greater contributor than the EEOC itself. In marking the 40th anniversary of Title VII, the EEOC wrote the following:

EEOC had expected to receive very few charges of sex discrimination in its early years. It had assumed that the vast majority of charges would allege race discrimination because Title VII had been debated and passed in a racially-tense environment and most of the Congressional and media attention had focused on the problem of race discrimination. It was a surprise to find that fully one third of the charges (33.5 percent) filed in the first year alleged sex discrimination. After all, the prohibition against sex discrimination had been added as a last minute amendment by Congressman Howard Smith of Virginia who opposed the civil rights legislation and thought that Congress would reject a bill that mandated equal rights for women.

Indeed, most supporters of Title VII initially opposed the Smith amendment because they, too, thought that it would doom the legislation. The amendment stayed in because female members of Congress argued that there was a need to protect equal job opportunities for women. Congresswoman Katherine St. George of New York argued that she could think of “nothing more logical than this amendment” and that while women did not need any special privileges “because we outlast you, we outlive you, ...we are entitled to this little crumb of equality.” The need for this “little crumb of equality” was dramatically illustrated by the unexpectedly large number of sex discrimination charges filed in that first year.

(see <http://www.eeoc.gov/eeoc/history/35th/1965-71/shaping.html>)

Clearly, Congresswoman St. George was a noted powerhouse who, for example, authored a major amendment to the Equal Pay Act as it was debated in 1962. However, more important was the support of Congresswoman Martha Griffiths, who spearheaded Smith’s amendment to its passage and who Smith personally chose to count the “yes” votes. Yet ironically, if there is any truth to the “joke” part of the amendment, nobody is more responsible for it than Griffiths. In 1979, she greeted the then retired Smith with a hug, telling him, “We will always be known for our amendment,” to which Smith reportedly replied, “Well, of course, you know I offered it as a joke.” (Smith, Oral History Interview, 29 October 1979, U.S. Association of Former Members of Congress, Manuscript Room, Library of Congress, Washington, D.C.: 3–4.).

Of course, Smith might well have been joking with Griffiths—we’ll never know. As for the EEOC, it is arguable that they were late to the party in recognizing the importance of sex discrimination, and therefore, its own summary can be viewed as a biased self-defense.

I believe that the best source for the motives behind Smith’s actions is Gold (1980; cited by Scott above). He correctly noted that the Title VII supporters had more than enough votes to kill the Smith amendment and still pass Title VII. He concluded that Smith knew that Title VII was going to pass and wanted sex as a protected class in the event it did. The voices of five strong congresswomen (followed by others) then added strong support for the amendment, and that’s why it passed. In the end, nobody kept score on who voted for or against the amendment itself. However, we know that Smith voted against Title VII and Griffiths voted for it.

Here’s where I part company with Scott. In preparing for Title VII, the legislative history on racial discrimination identified racial harassment as a major problem. Because of the late introduction of sex as a protected Title VII class, there was no legislative guidance with respect to sexual harassment, which, given any study, would have stood out every bit as much as racial harassment. As a result, the EEOC was quick to prosecute racial harassment in *Rogers v. EEOC*, 1971), where an Hispanic woman charged hostile harassment, and the 5th Circuit ruled that terms, conditions, and privileges of employment is:

An expansive concept which sweeps within its protective ambit the practice of creating a work environment heavily charged with ethnic or racial discrimination....One can readily envision working environments so heavily polluted with discrimination as to destroy completely the emotional and psychological stability of minority group workers.

Interestingly, in its landmark ruling defining hostile sexual harassment as a Title VII violation in *Meritor v. Vinson* (1986), the Supreme Court credited the EEOC's role in the *Rogers* case and used the 5th Circuit opinion to bolster its definition of hostile sexual harassment.

However, there were several post-*Rogers* sexual harassment cases that should have benefited from the EEOC's wisdom. For example, in *Barnes v. Train* (1974), which is, I think, the first sexual harassment claim to reach a federal court, a trial judge ruled that Barnes "was discriminated against, not because she was a woman, but because she refused to engage in a sexual affair with her supervisor." Similarly, in *Corne v. Bausch & Lomb* (1975), a judge ruled that a supervisor's conduct served no employer policy, was "nothing more than a personal proclivity, peculiarity or mannerism," and that he was merely "satisfying a personal urge." Then in *Tompkins v. Public Service* (1976), a judge ruled that Title VII should not remedy "what amounts to physical attack motivated by sexual desire" that occurred "in a corporate corridor rather than a back alley," and in *Miller v. Bank of America* (1976), a judge feared "that flirtations of the smallest order would give rise to liability."

By today's standards, these early rulings were ludicrous. Furthermore, even though each one was overturned on appeal at the circuit court level, one has to wonder why, as late as 1976, and even at the district court level, judges failed to see sexual harassment as a workplace violation. Clearly, the EEOC was early to the party on racial harassment. But was it late to the party on sexual harassment, and is this the reason it viewed the Smith Amendment as an attempt to sabotage Title VII? I'll leave that for the historians to ponder.

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SPOTLIGHT ON GLOBAL I-O



Lori Foster Thompson¹
North Carolina State University

Greetings *TIP* readers and welcome to the January edition of the **Spotlight** column. Chances are, those of you who didn't get a sufficient reindeer fix in December are busy planning your weekend getaway to Lapland. If dreams of Northern lights and reindeer safaris have you wondering what it's like to be an I-O psychologist in Finland, this column is for you! The following pages offer an informative account of the state of I-O in what *Newsweek* has recently named the "best country in the world" (Harakka, 2010).

Work and Organizational Psychology in Finland

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The Finnish Institute of Occupational Health

About Finland



Left to right: Anneli Leppänen, Anita Rintala-Rasmus, and Anna-Liisa Elo

Finland is one of the Nordic Countries in Europe with around 5.4 million residents. Throughout its independent history, Finland has maintained a capitalist economy. Its GDP per capita and productivity have ranked among the highest in OECD

countries since the 1970s. Finns have built an extensive welfare state. *Newsweek* magazine recently ranked Finland as the best country to be born in, based on a comparison of the living conditions such as education and health care, quality of life, economic dynamism, and political environment. Like in most EU states, the population is aging and without further reforms (e.g., high-

¹ As always, your comments and suggestions regarding this column are most welcome. Please feel free to e-mail me: lftompson@ncsu.edu.

er retirement age) or more extensive immigration, Finland is expected to struggle with labor shortage.

History and Background of Work and Organizational Psychology in Finland

In Europe, I-O is referred to as WO, work and organizational psychology. WO psychology has a long tradition in Finland. In 1922, the National Railroads established a psychological laboratory for work-related assessments and personnel selection purposes. They imported, translated, and validated WO psychological methodology from other European countries, especially Germany. In 1939, the city of Helsinki founded a vocational guidance office where psychologists had a central role. In 1947, the Defense Forces General Headquarters appointed their first psychologist for the training unit. The Finnish Institute of Occupational Health (FIOH) was established in 1945. FIOH is a multidisciplinary research and specialist institute offering solutions to develop health, safety, and well-being at work. The Psychology Department at FIOH was started in 1951.

In 1950, Finland welcomed its first professorship in work and organizational psychology. At the moment, the Work Psychology and Leadership Unit at Aalto University School of Science and Technology in Helsinki carries out research on leadership and organizational change; knowledge, competences and networks; and sociotechnical systems and systems thinking. It is also home for the Virtual and Mobile Work Research Unit and for the Human Capital and Leadership Research Group.

Training/Education of Work and Organizational Psychologists in Finland

A master's degree in psychology, which requires 330 EuroCredits, is needed to become a licensed psychologist in Finland. The studies include both a thesis and an obligatory practical training period of about 5 months. Studying for the master's degree in psychology takes 5 to 6 years (including bachelor's degree). Entrance exams are mandatory, and getting admitted is very difficult due to the popularity of psychology as a field of study.

In Finland, specialization training in WO psychology entails a university postgraduate program that results in a specialist degree. As is all university training, the program is free of charge. To apply for this specialization program, a master's degree in psychology and license to act as a psychologist are required. The specialist degree in WO psychology requires 120 EuroCredits and is designed so that it can be completed within about 4 years. The structure of the degree program includes theoretical specialization studies and supervised work practice in WO psychology (65 EuroCredits), research method studies (15 EuroCredits), and a thesis (40 EuroCredits). The aim of the thesis is to provide the student with the ability and motivation to develop

her/his own specialty, both theoretically and in practice, by the means of scientific research. The thesis is written in the form of an APA-style scientific article and aims at peer-reviewed publication.

FIOH offers a 7-week specialization training program for occupational health psychologists. The course consists of 15 contact days with lectures, group work and case studies, and a focused workplace survey exercise in an organization. The distance learning consists of familiarization with literature, Web-based learning, written assignments, and guided analysis of the practices of the students' own occupational health service units.

Current Trends in WO Psychology in Finland

Vocational guidance and personnel assessment. Employment and Economic Development offices offer vocational guidance and career planning in Finland. The service is free of charge to Finnish citizens. Occupational counseling is targeted especially to young people making vocational choices and to vulnerable groups. The objective of the service is to assess together with a psychologist the clients' capacities, objectives, and alternatives related to education, training, and employment, and help them make a career plan that best matches their situation. When necessary, various support measures can be used, including aptitude tests and work try outs.

FIOH's fundamental focus is on promoting occupational health and well-being. Accordingly, WO psychology at FIOH takes a clear health orientation. For example, in the personnel assessment services carried out by FIOH work psychologists, selection for risk occupations like air pilots and expatriates have been prioritized. Psychological assessments for selection of personnel have been part of the expert services provided by FIOH from the early beginning. Since 1951, almost 140,000 individual assessments have been carried out by WO psychologists at FIOH. The Ministry of Labor Occupational Counseling Unit and FIOH have also made a major contribution to test development in the field of WO psychology in Finland. Besides FIOH, psychological assessment services for personnel selection purposes in Finland are offered by private consulting companies.

FIOH is a leading organization in psychological assessment in Finland. It is involved in developing best practices and collaborating internationally within ISO² standard development in the field. FIOH also provides training as part of the qualifications needed to apply for a certificate in psychological assessment. Personnel assessment services at FIOH are based on partnership and collaboration with clients, and a multimethod assessment process. In addition, emphasis is placed on individual developmental feedback for the assessment participants.

Well-being at work, psychosocial stress factors, and work engagement. Job satisfaction has been assessed in Finnish workplaces for decades, and

² Editor's note: ISO refers to the International Organization for Standardization. See Camara (2007) for a discussion of ISO and efforts to develop world-wide standards for psychological testing.

currently surveys to study factors related to job satisfaction or experienced strain are widely conducted in Finnish workplaces. Research on psychosocial stress factors started in FIOH in the 1970s, according to the U.S. and Swedish models. Research on the topic has continued in several universities. In addition, the prevalence and causes of burnout have been studied and interventions have been developed.

To date, research on the positive constructs associated with occupational well-being has been limited. Mainly, negative work and worker outcomes have been studied. However, it has been regarded as important to recognize the positive outcomes of working and the factors associated with work that produce well-being—for example, work engagement, which is defined as a positive, fulfilling, work-related state of mind and is characterized by vigor, dedication, and absorption. Work engagement has been studied in various professional groups. Studies of Finnish psychologists have revealed that work engagement can essentially improve the quality of work. The Utrecht Work Engagement Scale has been published on the FIOH Web site.

Human factors. One of the oldest applications of industrial psychology is the area of human factors and ergonomics. In Finland, psychologists studying human factors work in close collaboration with safety-critical fields like aviation, the nuclear power industry, and the army. Psychologists doing research within human–technology interaction (HTI) are few, but the number is increasing in line with more complex and dynamic work processes. In work processes where HTI is vital, psychologists can support the design and improvement of processes, reinforce training and organizational learning, and develop organizational and safety culture in general.

Interventions to improve work, well-being, and productivity at work. Finland has a long tradition of participatory organizational interventions at the workplace level. The earliest organizational stress interventions were carried out in the 1970s. In the past decade, the number of organizational intervention projects has increased considerably. According to the 2009 Finnish “Work and Health” survey, 53% of the respondents reported that there had been development projects to improve work and well-being at their workplace.

Organizational-level interventions applied in Finland are often based on the survey-feedback method. The psychosocial factors at work are usually surveyed by a structured questionnaire measuring psychological and organizational factors. Feedback on the results is reported by occupational health services personnel or by an external consultant to employees. Management and staff participation is emphasized in the feedback process, which forms the basis for commitment and taking responsibility for the improvement of work. The intervention process is customized by planning the intervention, implementing, and finally evaluating it. The survey-feedback method has become an everyday tool for organizational consultants carrying out measurements of job satisfaction or psychosocial stress.

Finnish WO psychologists have also conducted comprehensive interventions to improve the work ability and well-being of personnel. Interventions to improve work, well-being, and professional competence of workers are based on a detailed analysis of work processes and workers' developmental needs.

Close collaboration with workplaces is typical of Finnish WO psychology. This may be based on the praxis-oriented landing of WO psychology in the country or on the strong role of FIOH, which is governed by a tripartite board of employers, employees, and governmental representatives. Even organization development practices have an occupational health emphasis. Various developmental approaches have been researched and applied in private- and public-sector organizations. Survey-feedback based interventions, democratic work conferences, dialogical interventions, interventions in work-process knowledge and well-being, and multilevel interventions to improve well-being in the workplace are examples of approaches, the effectiveness of which has been documented in scientific publications.

Occupational health psychology. Occupational health (OH) psychology is widely applied in the occupational health services and based on Finnish legislation. OH psychologists are specialized in individual-level and organization-level prevention in line with the purpose of the Act on OH. Approximately 90% of workplaces have access to OH services, although there are still shortcomings in the coverage of psychological services in the country. There is a clear need for more trained occupational health psychologists in the field. Approximately 40% of occupational health care clinics have occupational health psychology services available. Prevention of work stress, promotion of work engagement, and mental health first aid are typical goals of OH psychologists.

Only lately there has arisen an interest in the financial and performance effects of occupational health promotion activities. Although there is increasing evidence of the financial effects of ergonomic and safety interventions in Finland, psychosocial interventions need to be investigated as well. New openings in this direction have been made. However, demonstrating the effects of psychosocial interventions on individual and organizational performance (not to mention cost/benefit analyses) is a demanding challenge. One methodological problem arises from the practical strength of OH oriented interventions. Namely, the joint participation of all stakeholders at the workplace and multilevel nature of the interventions pose research design challenges, often preventing the gold standard of a randomized controlled trial from being realized.

Professional Networks

Finnish work and organizational psychologists have established a professional society: TOP ry. TOP ry's basic functions are to provide a forum for networking with colleagues, to support professional development, and to arrange training and seminars on emerging topics within WO psychology.

Many WO psychologists are also members of The Finnish Association for Human Resource Management, HENRY, a society for HRM professionals in Finland. HENRY offers its members newsletters, seminars, conferences, social events, and initiates research projects. The Finnish Psychological Association is an advocate for the professional, financial, and social benefits for psychologists. Furthermore, its goal is to inform society about psychology and to increase the use of psychology as a science. The association also has a division for work and organizational psychology.

Concluding Editorial

So there you have it, an enlightening account of our profession in Finland, where I-O psychology is alive and well. With a particular focus on worker health and quality of life, our Finnish counterparts continue to advance research and practice within the domain of work and organizational psychology. No wonder the elves in Santa's North Pole workshop are so happy, productive, and engaged!

Web Sites

FIOH: <http://www.ttl.fi/en/pages/default.aspx>

Work Psychology and Leadership Unit: http://tuta.tkk.fi/en/research/work_psychology_and_leadership/research/ and <http://www.bit.tkk.fi/ResearchGroups/ResearchGroups>

HENRY: <http://www.henryorg.fi/page?pageId=1064>

The Finnish Psychological Association: <http://www.psylt.fi/inenglish#> TheFinnishPsychologicalAssociation

University network of the Finnish psychology departments: <http://www.psykonet.fi/english>

Lähteet

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How to Run an Undergraduate Research Lab

Lily Cushenberry
The Pennsylvania State University

Running an undergraduate research lab is similar to running a small organization. As I-O psychologists, we happen to know some things about running organizations, and we have found it useful to apply these skills to build a research lab with effective and motivated members. In this column, I review some guidelines for how to run a lab to benefit both researchers and undergraduate students, including suggestions for structure, recruitment, selection, and socialization of undergraduate research assistants. The advice comes from my personal experience running Penn State's Leadership and Innovation Lab with one professor, six graduate students, 15 undergraduate research assistants, and a steady stream of research projects.



L to R; back row: Scott Cassidy, Patricia Grabarek, Shin-I Shih, Lily Cushenberry, Christian Thoroughgood; Front row: Amie Skattebo, Katina Sawyer, Rachel Hoult, Joshua Fairchild

Overview

Structure

As researchers of leadership, we believe that it is important to give our students the opportunity to hold leadership positions in the lab. We select three students to be undergraduate lab coordinators, and these students are asked to help schedule lab studies, interview lab applicants, assist with training, and plan social events for the students. In addition, each undergraduate coordinator usually serves as the leader for a research project. This hierarchy creates personal responsibility for the students' work and provides an opportunity to build leadership skills. It also creates a chain of command for when problems occur and allows students more autonomy over their projects. However, we ask all lab students to be actively involved in developing research project ideas and to continuously seek feedback to improve both our projects and the way we organize them. Our undergraduate students have good insight into how their participant peers think, and their suggestions have greatly improved the fidelity of our experiment tasks.

Research Assistant Recruitment

Our best recruitment tools are the Psychology Department's Graduate School Information Night and our lab Web site.* Graduate School Information

*Note: If you would like to use any of the Grad School Night materials for your own lab, go to the "for students" section of the Leadership and Innovation Lab Web site, hunter.psu.edu, or e-mail Lily Cushenberry at l.cushenberry@gmail.com.

Night takes place each semester and is open to all psychology undergraduates. I discuss topics such as letters of recommendation, transcripts, GREs, personal statements, recruitment weekends, and choosing graduate programs. During this presentation, I stress the importance of working in a research lab in order to get a good understanding of research and to be competitive for grad school. After the students are sufficiently frightened, my last slide shows a picture of our smiling lab students with the question “Looking for an exciting research lab to join?” I tell the students that they can download my grad school night PowerPoint presentation from our lab Web site. On the Web site, the PowerPoint is strategically located underneath the lab application form.

The Web site has greatly decreased the amount of time we spend answering questions about the lab and has streamlined our application process. Our Web site has descriptions of some of our current projects, the details of the application process, a summary of what is expected of lab students, testimonials from previous students, and photos of our social events. Although the Web site took some initial effort to create, it has doubled our number of applicants and has been a useful source of information for students.

Research Assistant Selection

A team of graduate students and undergraduate lab coordinators review the lab applications, which include questions about students’ GPA, psychology classes completed, plans after graduation, and reason for applying to the lab. We select the best applicants to go on to the interview phase where they are interviewed by one graduate student and one undergraduate lab coordinator. In the first half of the interview, the applicant is asked a series of behavioral interview questions. These questions were based on a competency model that we developed with the help of our undergraduate lab members and grad students, who we consider subject matter experts in understanding what makes an effective lab member. After the behavioral interview questions, the graduate student leaves the applicant alone with the undergraduate lab coordinator so they can get a realistic job preview of the lab experience and ask them any further questions. After all the interviews, the graduate and undergraduate interviewers compare notes and send out acceptance letters before the beginning of the new semester.

Socialization

We feel that research assistant socialization is a vital part of running a lab. When we founded the lab, we decided to start with only a few students so we could work with them individually. According to Professor **Sam Hunter**, “If we can train a few core students with the norms that we want for the whole group, we can gradually increase the size of the lab and let these students socialize the others. If we had started with a large group immediately, we would have much less influence over the culture of the lab.” Now that we

have established the culture of the group, new students are socialized by both graduate students and their fellow “labsters.”

We also encourage our students to get to know each other outside of the academic environment. At a large university like Penn State, students often don’t interact very much with others in their major. We believe that a sense of community and trust between students improves both their working relationships and their commitment to our lab. Lab coordinators are asked to plan one or two events per semester, such as bowling or laser tag, which are optional to attend. Somewhat to our surprise, nearly everyone attends these events and sometimes the students plan additional lab events on their own. In addition, we have a potluck at the end of each semester at our professor’s house. It’s a nice chance for us to get to know them outside of work, and the undergraduates often seem surprised to learn that professors and grad students are relatively normal people. Nicely summarized by Mona Shah, a former lab student who is now a graduate student at Columbia University, “I not only came out with a lot of knowledge about research but also with a great group of friends, colleagues, and mentors who are invaluable to me.”

Weekly Meetings

Frequent meetings are the backbone of our research group, and everyone in the lab meets once a week for about an hour. Meeting times are determined at the beginning of each semester based on everyone’s schedules. We assigned one labster to be the “keeper of fun,” and each week this student plans an icebreaker for the beginning of the meeting. Getting people to talk in the beginning of the meeting makes them more comfortable discussing more complex topics such as project work and helps keep things light. After the icebreaker, we might train students for coding, ask for feedback on research studies in the development stage, and discuss progress on each of our projects. We often ask students who are running experiments to describe anything unusual that happened that week or to give others advice from what they’ve learned. This ensures that all students are exposed to different aspects of the research process and helps train them for future projects.

Lab coordinators should keep in mind that working in the lab is a developmental experience for undergraduates, and they should be getting out of it as much as they are putting in. Accordingly, we try to reserve the second half of every lab meeting for topics that are important for undergraduates. For example, each fall we ask the lab students to turn in two drafts of their CV or resumé and a personal statement. We also ask students to submit a list of five schools or organizations to which they would like to apply. We know that some students procrastinate on applications because they don’t realize how much effort it takes to organize their materials, so we hope this extra push will motivate them to move forward in the application process. Many of them haven’t considered applying for graduate school because they don’t have much information about it, they don’t think they can get in, or they think they

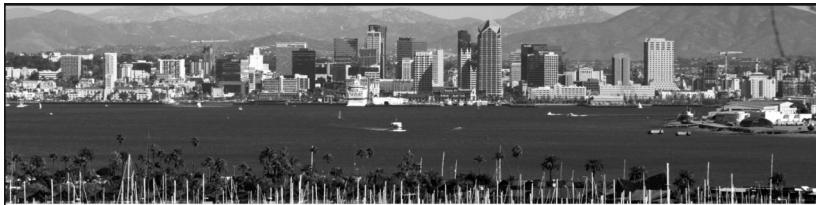
don't have the financial resources to go. These conversations are very meaningful for students and are a small way that we can give back to them.

Performance

Once in a while, research assistants do not perform to our standards. We talk to these students about whether their performance comes from a lack of motivation or a misunderstanding in our expectations. We tell them that they were selected for the lab because they have a lot of potential, and we know that if they work hard they could do really well. We have had several students who radically changed their behavior after these interventions and became some of our most dependable lab members. Unfortunately, not all students are willing to change. If the problem persists, we typically move these students to a low-risk project and do not ask them to return in the following semester.

Conclusion

We are fortunate to have a great group of undergraduates that are very bright, motivated, and essential to our research projects. They should always be treated with respect, and small gestures like sending a positive e-mail and taking interest in their lives can go a long way in sustaining their engagement in our lab. Most importantly, lab coordinators should consider how their daily interactions with their research assistant create a culture that spreads to incoming members. They should continuously focus on improving the organization and understand the importance of the social dynamics that occur. For me personally, it has been incredibly rewarding to build relationships with the undergraduate students who later become our I-O colleagues. Not only are we creating an effective research organization, but we can have a direct impact on our students' lives.



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ON THE LEGAL FRONT



Supreme Court to Review Two Retaliation Cases

Art Gutman
Florida Tech

Eric M. Dunleavy
DCI Consulting

After a landmark ruling in *Robinson v. Shell Oil* (1997), in which a unanimous Supreme Court ruled that former employees can sue for retaliatory actions (i.e., those intended to punish employees for or dissuade employees from participating in some form of legally protected activity) after they have left the company, the court was silent on retaliation for the better part of a decade. The lone exception was *Clark County School District v. Breeden* (2001), involving a relatively narrow issue. In more recent years, there have been several substantial and rapid-fire rulings, including *Burlington Northern Santa Fe (BNSF) v. White* (2006), *CBOCS West v. Humphries* (2008), *Gomez-Perez v. Potter* (2008), and *Crawford v. Metro. Government of Nashville* (2009). Two current Supreme Court cases take up the retaliation issue: *Thompson v. North American Stainless, LP* (2009), featuring a Title VII claim, and *Kasten v. Saint-Gobain Performance Plastics Corp.* (2009), featuring a Fair Labor Standards Act (FLSA) claim. The recent string of Supreme Court rulings are clearly plaintiff friendly. We have reason to believe that the two new rulings will follow suit and further expand employee rights.

Background Information

Before delving into the new cases, we think it is useful to review some basic principles of retaliation using Title VII as the model. As depicted in Table 1, a plaintiff must satisfy each of three prongs to prevail in a retaliation claim.

Table 1

Title VII Retaliation Claims

Prong 1	Plaintiff engages in protected activity by (a) complaining about an employer practice or (b) filing a formal claim of discrimination
Prong 2	After engaging in protected activity, plaintiff suffers a materially adverse action
Prong 3	Plaintiff must demonstrate a causal connection between alleged materially adverse action and the protected activity

Prong 1 is written in Section 704(a) in Title VII, which makes it illegal for an employer to:

[D]iscriminate against any of his *employees or applicants* for employment...because he has *opposed* any practice made an unlawful employment practice by this subchapter, or because he *has made a charge, testified, assisted, or participated in any manner in an investigation, proceeding, or hearing* under this subchapter [emphasis by authors]

The first thing to note is that in *Robinson v. Shell Oil* (1997) the Supreme Court ruled that the phrase “employees or applicants” includes former as well as current employees. In addition, the *opposition* clause applies to complaints made to employers short of formal claims (i.e., general opposition to a potentially unlawful employment decision), whereas the *participation* clause means filing a formal discrimination claim with the EEOC.

Prong 2 requires proof of a *materially adverse* action. In *BNSF v. White* (2006), the Supreme Court chose among three different definitions of what it means to be materially adverse. These definitions were explored in detail in several prior **Legal Front** columns (July & October, 2006 and January & April 2007). For our purposes, it is sufficient to know that, in *BNSF v. White*, eight of nine Supreme Court justices supported the plaintiff-friendly definition espoused by the EEOC that any action that would dissuade a “reasonable worker from making or supporting a charge of discrimination” is materially adverse. As a result, we have routinely termed this definition the *EEOC deterrence* standard.

Prong 3 requires a *causal connection* between opposition or participation and the materially adverse action. The only contribution to Prong 3 from the Supreme Court is in *Clark County School District v. Breeden* (2001), where it supported a 10th Circuit ruling (*O'Neal v. Ferguson Construction*, 2001) that temporal proximity between the protected behavior and the challenged retaliatory act has to be “very close” to establish a *prima facie* case of retaliation. More generally, as we discussed in the January and April 2007 columns, even with the plaintiff-friendly definition of materially adverse, most retaliation claims fail because plaintiffs cannot establish the causal connection in Prong 3.

Thompson v. North American Stainless, LP

The *Thompson* case features the opposition clause (i.e., Prong 1) on a closely related issue to that examined in *Crawford v. Metro* (2009). In the *Crawford* case, the plaintiff (Cindy Crawford) was interviewed in the context of a sexual harassment claim by a coworker and was subsequently terminated. Metro argued that Crawford did not satisfy the opposition clause because she, herself, did not instigate or initiate a complaint. Rather, the employer asserted, she “merely answered questions by investigators in an already-pending internal investigation, initiated by someone else.” Both lower courts ruled for *Metro*, but the Supreme Court reversed in a unanimous ruling. Speaking for the court, Justice Souter ruled:

There is...no reason to doubt that a person can *oppose* for purposes of 42 U.S.C.S. § 2000e-3(a) by responding to someone else's question just as surely as by provoking the discussion, and nothing in the statute requires a *freakish* rule protecting an employee who reports discrimination on her own initiative but not one who reports the same discrimination in the same words when her boss asks a question. [emphasis by authors]

The 1st Circuit recently tried a similar case to a similar conclusion in *Collazo v. Bristol-Meyers Squibb* (2010). Here, an employee (Hiraldo) complained to her supervisor (Collazo) that a male coworker (Acevedo) was harassing her. Collazo spoke to Acevedo and later accompanied Hiraldo to help her file a formal complaint to HR. Collazo was terminated shortly after a second visit to HR because of "communication and performance issues and a company reorganization." The interval between Hiraldo's initial complaint and Collazo's termination was 11 days. As in the *Crawford* case, Bristol-Myers Squibb claimed that Collazo did not satisfy the opposition clause because he personally never lodged a complaint on his own behalf. The district court favored the employer, but 1st Circuit, applying *Crawford*, ruled:

Applying *Crawford*, we conclude that Collazo's repeated efforts to assist a fellow employee in filing and pursuing her sexual harassment complaint with the company's Human Resources Department (Human Resources) qualify as protected opposition to the complained-of harassment. We also conclude that Collazo has established genuine issues of material fact on the other elements of his Title VII retaliation claim.

In other words, the 1st Circuit found in favor of Collazo on the opposition clause, and at the same time, implied that he had strong claims on Prongs 2 and 3 as well.

The *Thompson* case has similar elements to both *Crawford* and *Collazo* in that the plaintiff (Thompson) never complained or filed a formal claim. He was fired after his fiancée (Miriam Regaldo), who worked at the same location, lodged a sex discrimination suit against North American Stainless. The district court granted summary judgment for the defendant, a three-judge panel of the 6th Circuit upheld the district court in a 2–1 decision, and 6th Circuit then upheld the three-judge panel en banc in a 10–6 ruling. The question to be addressed by the Supreme Court, therefore, is whether reprisal against a relative or close associate constitutes retaliation. Given the string of contemporary plaintiff-friendly rulings on retaliation by the Supreme Court, we think Thompson has a good chance of prevailing.

Kasten v. Saint-Gobain Performance Plastics

The issue in this case is whether FLSA retaliation proscriptions only apply if internal complaints are made in writing. The plaintiff (Kevin Kasten) refused on four occasions to swipe in and out on a time clock alleging that the clock's location prevented employees from being paid for time spent donning and doff-

ing protective gear. Kasten claimed he was terminated in retaliation for numerous verbal complaints he made regarding the location of the clock. The record shows that he complained to both his supervisor and HR personnel. The company argued that Kasten was terminated for failing to heed several warnings and that no *formal* complaints were made. The district court rendered summary judgment for the company, and the 7th Circuit affirmed on grounds that internal complaints that are “purely verbal” are not protected by the FLSA.

There is little doubt that Kasten’s complaints would satisfy the opposition clause in Title VII. The problem is that the FLSA has no opposition clause like Title VII does. Rather, the retaliation provision in the FLSA [FLSA, 29 U.S.C. § 215(a)(3)] makes it unlawful for an employer covered by the FLSA to:

Discharge or in any other manner discriminate against any employee because such employee has *filed* any complaint or instituted or caused to be instituted any proceeding under or related to this chapter, or has testified or is about to testify in any such proceeding. [emphasis by authors]

The operative term here is the word “filed.” More specifically, does the word “filed” apply to internal (or intra company) complaints made orally to supervisors and/or other high-level representatives of the employer, or must the complaint be in writing?

The Supreme Court heard oral arguments on October 14, 2010, and these are available at http://www.oyez.org/cases/2010-2019/2010/2010_09_834. Key excerpts from these oral arguments are provided on the Law.com Web site (see http://www.law.com/jsp/article.jsp?id=1202473328250&Justices_Face_Word_Puzzle_in_Job_Bias_Case_). Some important excerpts include the following:

- Justice Alito posed the scenario of a machine breaking down on the factory floor and a worker who, upon seeing a supervisor walking by, taps the supervisor on the shoulder and says the broken machine needs to be fixed or there is a violation of the statute. “Is that enough (to constitute a filed complaint)?” he asked.
- Justice Sotomayor wondered about the employee who is at a cocktail party, sees a supervisor, and complains of a wage-and-hour violation.
- Assistant to Solicitor General Wall noted there are 20 or more federal statutes with similar antiretaliation provisions that cover oral complaints. He said the practical problems suggested by the justices have not materialized under those laws.
- Justice Breyer pressed Wall for a rule or standard that provides some formality to oral complaints in order to avoid the cocktail party scenario. “Whether the employee has put the employer on notice that he is asserting rights to something that he is entitled to,” responded Wall. “Here there is no question that [Kasten] asserted his statutory rights. He went to his supervisor and went up the ladder to complain. He said he was thinking about suing because workers were not getting overtime pay.”

- Attorney Phillips for defendant said the justices' questions proved that his opponents were arguing for an "inherently unworkable standard." Phillips said the law's antiretaliation provision covered only written complaints and written complaints filed only with the government, not within the company. "This statute was not intended for the protection of the employee or employer," he argued. "It was intended to get information to the government. It's a very narrow approach."
- Justice Ginsburg told Phillips that she thought the act protected workers. In 1938, when the law was enacted, she noted, many workers were poor, illiterate, or did not speak English. "Wouldn't Congress have meant to protect them?"
- Attorney Phillips responded. The retaliation provision was enacted later, noted Phillips, adding, "Here we're talking about a Congress that made a very different judgment. When [the statute] talks about filing a complaint, about initiating or instituting a procedure, what they have in mind is an official government agency."
- Attorney Kaster for plaintiff said other statutes, such as the Migrant Workers Act, have identical language to the FLSA and cover oral complaints. "It's implausible to think migrant workers would leave the field to file written complaints with a government agency," he said. "Migrant workers, coal miners, factory workers—they don't write memos. This has to have a broad interpretation. Employees are the engine that drive this act."

Our own feeling is that Kaster has a strong claim even though the FLSA lacks the opposition clause. We base this on a long line of prior cases in which the Supreme Court upheld retaliation claims despite the absence of controlling language, including Section 1981 (*CBOCS West v. Humphries*, 2008), Section 1982 (*Sullivan v. Little Hunting Park*, 1969), Title IX (*Jackson v. Birmingham Bd. of Ed.*, 2005), and the ADEA (*Gomez-Perez v. Potter*, 2008).

Conclusions

Retaliation continues to be an important EEO issue. This is obvious in the fact that the Supreme Court has agreed to hear two more cases on the topic. It is also worth noting that the Obama administration has put into action a series of EEO initiatives across federal agencies, and some of those have focused on retaliation. For example, OFCCP, which is traditionally not an individual claim-focused agency, listed the identification and closure of more retaliation cases as a 2010 agency goal.

It is also important to note that, once again, the number of retaliation claims continues to rise as compared with the number of claims in the previous year. For example, the most recent EEOC enforcement statistics from 2009 show that retaliation was the most common discrimination claim made, making up 36% of all claims. There were more retaliation claims (across all statutes) than there were race/ethnicity discrimination claims in 2009.

Based on statutory language, the endorsement of the EEOC deterrence theory of adverse action, and recent Supreme Court rulings expanding protection from retaliation across statutes that don't have explicit antiretaliation provisions, we won't be surprised if the Supreme Court rules for plaintiffs in both cases. It seems intuitive that firing someone's fiancé is punitive when a causal connection from participation in a protected activity to adverse action exists. Concerning *Kasten*, we feel that there is little reason why this case would be any different than *CBOCS vs. Humphreys*, particularly given a similar court makeup.

As such, expect two more plaintiff-friendly retaliation rulings. I-O psychologists and legal counsel would be wise to make sure employment decision makers and HR staff understand what retaliation is and its consequences. Knowing which employee activities are legally protected and how to appropriately report and respond to those activities in "real time" may go a long way in ensuring that retaliation doesn't occur.

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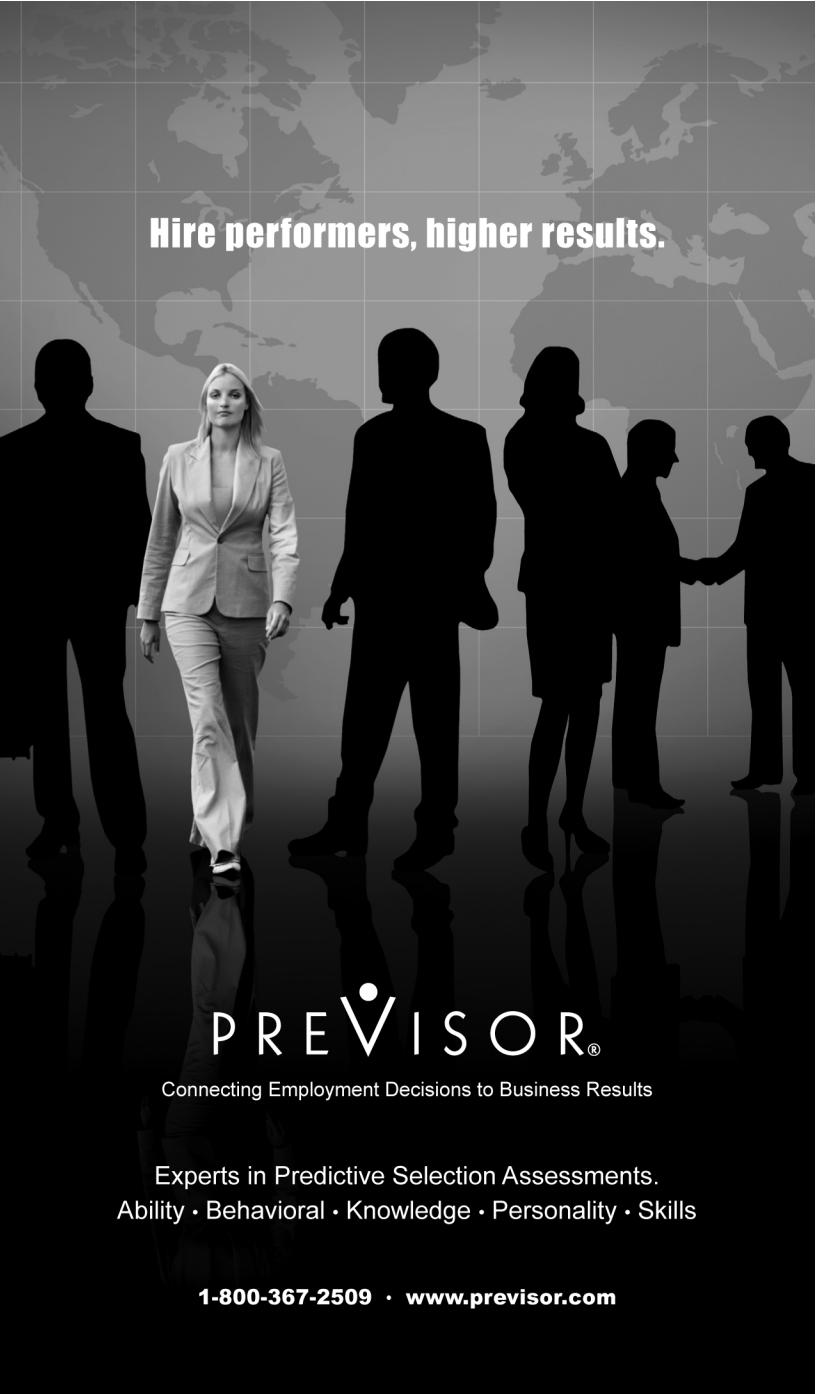
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Completing a Doctorate Remotely: Advice for Students and Their Advisors

Satoris S. Culbertson
Kansas State University

I often ask my undergraduate students why it is they are in school, and the most common response (not surprisingly) is to get a job and make (good) money. Presumably, this is a big reason that students continue on for their doctorate. What happens, then, when opportunities for well-paying jobs (or valuable internships that would lead to well-paying jobs) come along before the doctorate is complete? Should students be encouraged to seek out opportunities and accept offers prior to completing their dissertations? If students decide to leave, what should they know before leaving? What can they do to ensure they finish, even from afar? And what role should the faculty advisor play in the student's quest to complete his or her dissertation remotely?

This topic is one that strikes close to home for me, as I left early to pursue a job before my doctorate was complete. I wanted to gain some experience in the “real world” prior to pursuing a career in academia and was convinced that I was capable of finishing my dissertation from anywhere. It was only after leaving that I realized that I had made a risky move considering the long hours of work and enticing fun to be had in the big city (with money from my job to actually do those fun things). Fortunately, I made it happen; I successfully defended my dissertation despite being physically disconnected from university life and have (so far) lived happily ever after.

Unfortunately, there are many others whose stories do not have a fairy tale ending. Stories abound of the students who left and never completed their degrees. The reasons for not finishing are as abundant as the reasons for leaving. Some can't find the time. Others lack motivation. Still others find that they can't get the resources, attention, or support they need while away. I've known people who fall into each of these categories. Regardless of the reason, one thing that many, if not most, of them have in common is the feeling of disappointment and angst they have about not finishing.

In an effort to help those students who are thinking about leaving, or who have already left, as well as the faculty advisors with such students, I have compiled some advice from three individuals, including **Patrick Knight**, PhD, associate professor of psychology at Kansas State University, **Melissa Brittain**, PhD director of Assessment at the Air Force Culture and Language Center, and **Joel Philo**, PhD, senior manager of Customer and Strategic Insights at JCPen-

ney. In addition to their responses, they have provided a little detail on themselves to give you an idea of how their views are relevant for this topic. I am grateful to each of these individuals for their thoughtful responses.

1. First, tell us a little about yourself in terms of this topic.

Knight: I finished my degree at Purdue in the spring after arriving here at Kansas State University. I had completed gathering my data the spring before and had also done most of the analysis. I only had the actual writing to complete. I have hooded 16 PhDs to date and am currently mentoring five, two of whom are away on internships or jobs. I have had several students complete their degrees after having left K-State more-or-less permanently.

Philo: In the year 2000 I left a good paying job with the federal government and moved my wife and I from her hometown of Dallas to College Station so I could attend graduate school at Texas A&M University. Although obtaining a PhD was supposed to take 5 or more years, we did not have the patience for that. Wanting to start a family, get back to a big city, and get back to earning money were all powerful motivators. In 2002 I got my master's, and in 2003 we moved to Atlanta for an internship with The Home Depot. This move occurred only a few days after completing my last onsite classes during a short summer school session. At The Home Depot I learned how to navigate and execute within a corporate culture during the day and how to complete a dissertation project long distance at night. I proposed my dissertation in the fall of 2003 and defended the final dissertation in the fall of 2004, a few months after my first son was born in Minnesota (where we'd moved for my postinternship job). Since Home Depot, I have worked for a consulting firm in Minnesota, Frito Lay (a division of PepsiCo), and am currently working at JC Penney, where I have rotated through two HR roles and am now in a research organization outside of HR.

Brittain: I was halfway through my fourth year in graduate school at Central Michigan University when I started applying for jobs. I had defended my dissertation proposal in October 2004 and left Michigan several months later in May of 2005. I had many applied opportunities during my graduate experience at CMU and felt ready to begin my "real" career as an I-O psychologist; so I jumped at the chance to take a job with Personnel Decisions International (PDI) in Chicago. I began working at PDI in July of 2005 and graduated on schedule with my PhD in December of that same year.

2. What advice would you give students planning to go on an internship or leave for a job?

Knight: I tell students several things about internships. One is that they should seek "real" internships, preferably those on which they will be working with I-O psychologists. Not only will the experiences be more relevant for their careers, but psychologists are more likely than other supervisors to understand the demands of finishing a dissertation. I tell students not to

expect to be able to make significant headway on their dissertation while on an internship. They will be working long hours and are unlikely to have time to devote to their own research. I also ask them to make a firm commitment to return to campus at the end of the term of the internship. The internship experience is invaluable, but it necessarily slows or halts progress on other tasks necessary to successfully complete the PhD. Once it is over they should be committed to getting back to work on those other tasks.

Leaving for a job in the private sector is not something that I encourage. There is no clear “exit strategy” from a permanent job, and the likelihood of very long delays in completing the degree is quite substantial. Of course, the reasons for taking a job, both financial and personal, are often quite compelling. However, the potential benefits, especially in the long run, of having completed the PhD are likely to outweigh the costs of biting the bullet and finishing the degree before seeking permanent employment.

The story is a little different for those seeking academic positions. First and foremost, your peers and supervisors in academia are likely to be just as anxious as you to have you finish your degree in a timely fashion. (That was certainly true in my case.) You may be able to bargain for a reduced work load to free up time to complete your degree work, which is unlikely in the private sector. (I have had students take jobs in industry who were told that they would be supported in their efforts to quickly complete their degrees. This support was not forthcoming in any of these cases.) In fact, universities may make completion of the degree a condition for continued employment beyond a specified date, a great motivator that is not likely to be found in most private-sector jobs.

Philo: Keep good relations with the friends and professors you leave behind and prepare to manage your time well. Motivation wanes over time, so have a clear plan before you leave and stick with it. Focus on short-term goals while maintaining a clear vision of the future. Careers and life tend to become more consuming over time, so finish your education quickly and with a sense of urgency before it begins slipping down your priority list. I was relieved to have finished the bulk of my dissertation by the time my first son was born because my PhD became a much lower priority once I became a new dad. I was able to finish quickly after his birth because I had a plan, accountability, and easy steps to wrap up the work.

Brittain: If possible, select an organization that really values your PhD. Not only did PDI allow me to take a few hours each week to devote to my dissertation, they provided a financial incentive (i.e., big salary increase) for finishing the doctorate. In addition, my colleagues were very supportive and celebrated the achievement of my doctoral defense within the office, bringing in champagne and treats to mark the occasion.

Find an accountability partner. I was fortunate to share my remote ABD status with another new junior associate at PDI who shared a timeline for dissertation completion similar to mine. It was much easier to stay late at work

tending to the dissertation when there was someone else toiling away on theirs at the same time. The friendly competitiveness and implicit accountability of our relationship (e.g., she's still working, why can't I?) helped spur along my progress on my timeline and ensure I hit key deadlines. Plus, there was someone close by who could empathize with the stress of the situation and provide insight and encouragement when I needed them most. If you're not fortunate to have a support network nearby, there are always options online. One such example is the PhinisheD Web site (www.phinished.org) recommended by an in-progress graduate student at my center, which brings together a community of struggling grad students to share advice and support.

Make friends with your program's office or administrative manager! Our program manager, Mrs. Barb Houghton, repeatedly saved my remote dissertation progress from getting derailed by keeping me abreast of key deadlines, helping me get necessary signatures, and aiding with scheduling rooms and meetings. Having someone onsite who can grease the wheels of the system can be vital when you're attempting to move through the university bureaucracy.

3. What advice would you give students who are already gone and still need to finish their PhD?

Knight: It is easy for students to put their dissertation on the back burner while away from campus. I am certain that they see this as only a temporary decision, that they will start working on their research "soon," but it almost always becomes a long-term delay. I try to arrange weekly phone meetings with my absent students. It is difficult for students to report no progress on their dissertations week after week, and strategies to make progress are more likely if that back burner gets turned on regularly.

One fairly common strategy of absent students is attempting to combine their work tasks/assignments with dissertation research, coming up with proposals that take advantage of opportunities for gathering data at their jobs. Under ideal circumstances this can work very well, and I would encourage students to examine this possibility. However, my experience suggests that these proposals often involve compromises in design and operationalization of variables that substantially weaken the research. Not that the proposed studies are not interesting or valuable, but they often fail to reach the expectations held for dissertations.

No matter what other factors come into play, finishing the degree takes a lot of time, and the student must find a way to come up with that time. There is no shortcut for this. I have had students realize this after several years and actually quit their jobs in order to finish the degree. Fortunately, these have been very good people who had no problems finding even better jobs after completing their degrees.

Philo: Reigniting the fire and getting motivated to finish is probably the hardest step. I am glad I am no longer in school and can't imagine fitting that into my life right now. I think that anyone who is in progress on a PhD for an

extended period of time needs to decide how important it is to have a PhD. It is either a high priority or it is not a priority and will not happen. It's not the end of the world to leave an education unfinished, and for some people that might be the right decision. I just believe it should be a choice to finish or not to finish and that people should know what choice they have made.

Brittain: First, maintain regular and frequent contact with your chair and committee members. Keep them apprised of your progress as well as any challenges or obstacles you are facing. Remember these individuals are there to help and want to see you succeed! Second, set aside a dedicated and regular time to write, even if you have to give up other activities to do so. A regular work time helps you maintain focus and not have to backtrack on material you've already written or reorient yourself to articles you've already read. Third, consider alternatives if your job becomes too demanding. These could include taking a leave of absence, using vacation time, or even focusing your research on work you're already doing within the scope of your current job responsibilities. Last but certainly not least, suck it up and do it! It's not going to get any easier the longer you wait!

4. What can and/or should faculty members do to help students who are either planning to leave or who are already gone?

Knight: For students who are planning or talking about leaving for a job, you should make the implications of doing so very clear. An RJP for what happens when you try to do degree research while working full time is necessary. If you don't at least get them to seriously reconsider their plans, you haven't explained things well enough. For those leaving on internships, a clear understanding of the expected end date of the internship and what the student will need to do upon return to campus to stay on track for degree completion should be established. Above all, the faculty member needs to keep in contact with absent students and stay on top of their efforts to make progress.

Philo: Faculty members should encourage students to have a clear path to completion. They should also maintain open lines of communication with the student and make expectations very explicit. Although the completion of an education is primarily the student's responsibility, faculty can either make it easier or harder to do this based on their relationship with the student, their willingness to invest time in someone they don't see regularly, and their sense of ownership. I was fortunate to have **Winfred Arthur** and **Stephanie Payne** giving me clear direction and support during my long-distance dissertation. Their responsiveness, candid communication, and caring guidance definitely made a difference. Everybody needs an advocate and mentor.

Brittain: Again, the importance of frequent and open communication cannot be overstated. As faculty and school representatives, you should be clear and realistic about the program as well as your own expectations with respect to offsite dissertation completion, including maintaining contact, deadlines for finishing, and extensions. Better to be clear and upfront from the outset,

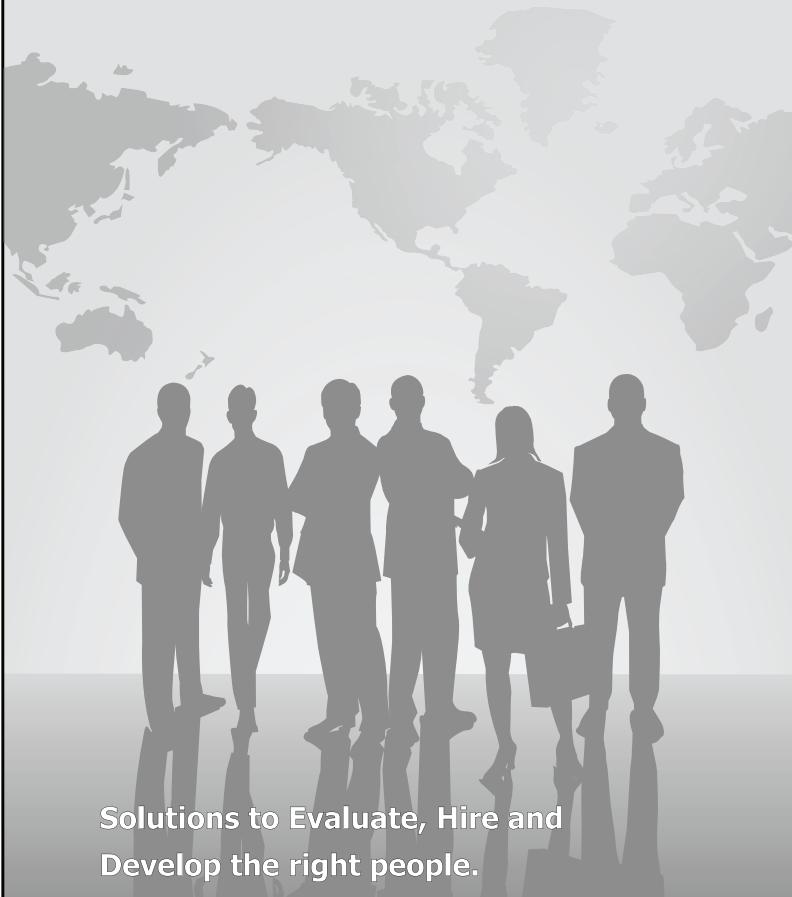
potentially even discouraging separation when appropriate, than risk future misunderstandings and problems. To that end, it is also critical for you to be honest and forthright with the student about your perception of their ability to finish the dissertation remotely. Openly discuss your concerns and potential challenges they may face given their work style and capabilities. It can also be beneficial to create a dissertation progress timeline to better hold both you and student accountable for key milestones and deadlines.

5. Anything else you'd like to share?

Knight: I have never had a student leave early without a very good reason, and I have never had a student fail to regret having left early.

Philo: I don't recommend completing a degree long distance unless you are highly conscientious and driven. Students need to be introspective enough to understand their own motivations and weaknesses before making a major decision to leave campus and try to juggle an education and a career. It can be a valuable move, but it can also be a dangerous one and is not right for everybody. Know yourself.

Brittain: Looking back, I'd say I was a bit naïve about just how difficult it would be to complete my dissertation while embarking on a full-time career. If you're starting with a new role, remember that first impressions are extremely important in organizations. Yes, you may be able to successfully navigate the balance between working full time and finishing the dissertation, but it's important to recognize the potential impact it will have on your personal and professional life. You don't want to sully future relationships or your professional reputation by starting off with a distracted focus divided between the demands of the new job and your research. I was fortunate to start my career in an organization that understood and was empathetic to the demands of a doctorate.



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Marcus W. Dickson
Wayne State University



Like many folks in our profession, I first heard not of **John Binning** but of “Binning and Barrett, 1989.” I remember learning that article inside-out; perhaps you did, too. Then one day, after I had been a faculty member at Wayne State for a few years, I was talking with a colleague and friend of mine, **James LeBreton**, and he talked about how this guy John Binning had had such a tremendous impact on his academic life (and on his life life), and it took me a second to wrap my head around the fact that the amazingly influential, challenging, motivating guy I was hearing about was that same Binning character. Not too long after that SIOP was in Toronto, and the I-O program at Wayne State went across the river to Windsor, Ontario, and we all traveled to SIOP by train on VIA 1. James had invited John along, and I remember sitting and talking with John on that train ride (while the steward kept coming by and asking “red or white?”—it’s a great way to travel), and I was thinking to myself “I can see why this guy had that sort of impact; there’s stuff I can learn from him.”

Jump forward several years, and SIOP has recognized what James, I, and so many others recognized years ago. John Binning was selected to receive the 2009 SIOP Distinguished Contributions in Teaching Award, and I’m delighted that he has agreed to write for this column a little bit about what makes him tick as a teacher. I was stunned during his talk at SIOP when he said that his home institution has never recognized him for teaching excellence, and it’s a great read to hear about why that is. John has never shied away from taking firm positions, and he’s true to that about teaching, as well. So take some time and really read what John has to say about teaching. I’ll say it again, there’s stuff we can learn from him.

If a Professor Teaches in a Forest, and No One Is Around...?

John F. Binning
The DeGarmo Group and Illinois State University

Receiving the 2009 SIOP Distinguished Teaching Contributions Award is a marvelous capstone to my academic teaching career. I appreciate the efforts of the many folks involved in the whole nomination and review process. Among the benefits of this award is the impetus it has provided for active reflection on what is truly important (to me) about teaching. I hope these reflections provoke some thought about the pedagogy of I-O psychology. Most importantly though, I hope to rally those who may otherwise step on a dodgy academic treadmill that I believe is all too commonplace in our institutions of higher learning.

Pay No Attention to the Man Behind the Curtain

My 30-year postgraduate teaching career has been spent at an institution that very publicly professes to make quality teaching an institutional priority, and yet, I have never received any formal institutional recognition for my teaching. Yes, I have received some very gratifying recognition over the years directly from individuals and STUDENT organizations (and now SIOP) but, again, nothing from any administrative entity. I must say that I find this strangely gratifying, but at the same time others find it quizzical. So, in this article I will explore some of the reasons for this seeming disconnect. In doing so, I will propose an alternative view of teaching that targets a neglected criterion space and emphasizes the intrinsic rewards that can accrue from teaching for outcomes far more valuable than mere administrative recognition.

To start, do we agree that systems for formal evaluation of teaching effectiveness in many academic institutions fall prey to bureaucratic administrative pressures for cross-discipline comparability and ease of data compilation? Drat the criterion problem! These conditions foster the “bean-counting” mentality because after all we have to be “fair,” and fairness dictates uniformity, and uniformity dictates numbers, and the numbers have to be available now, right? The data have to be collected and codified today because no one will remember them tomorrow (you know, there’s a new committee next year or that interim administrator will be replaced). Bean counting generates extrinsic rewards, and these rewards are seductive, to be sure (e.g., salary increases, formal institutional recognition, publicly heralded student popularity). And yet, there are (tough) choices that can be made to teach for a different purpose.

I believe some of these choices are uniquely important for teaching a “professional” discipline like I-O psychology, compared to many other disciplines. I am recommending a definition of good teaching built on some pedagogical considerations that I call Hallmarks of Intrinsically Motivated Teaching. Each is intended to ground one’s teaching in the value of students’ broad, deep preparation for the realities of a demanding professional world.

Some Hallmarks of Intrinsically Motivated Teaching

WARNING: The model of teaching characterized below is not mainstream, and therefore to maintain it will require deriving rewards that fall outside of many formal conceptions of teaching. Incorporating most of these features into your teaching will likely go unnoticed by all but the most astute university administrations. With that disclaimer in mind, do it anyway!

Hallmark 1. Get in Touch With Your Inner Metaphor.

It is interesting to reflect on how one’s teaching style congealed. Of course we are all works in progress, but at some point our “personal role metaphor” emerges. Here is a simple characterization of my teaching role metaphor.

Learning Coach: The focus is on managing learning “exercises” and training regimens so that students effortfully develop incisive professional and ana-

lytic skills and broad as well as deep understanding of important and relevant topics. The explicit expectation is that the nexus of effort is with the students. The professor's function is to motivate and guide that effort. Attention also is paid to values, principles, and stylistic issues that foster sustained professional performance beyond the hallowed (if not ivy-covered) walls. Students often "sweat" and perform outside of their comfort zone, but they are inevitably stronger for the experience, although it usually takes a while for this to fully sink in. Tough love (aka, compassionate accountability) often comes into play here.

I strongly advocate the coaching metaphor or some close variant. Before moving on to other implications of this metaphor, it might be helpful to point out that the pedagogical role played by professors at colleges and universities across this land vary considerably. A brief inventory of some common roles might include the following. The first four are roles that are more likely to engender short-term positive student reactions and consequent administrative recognition.

Coddler: The focus is to insure that students "succeed" at everything. Coddlers might actually rewrite sections of student papers or allow infinite test-taking opportunities so that "mastery" can be achieved, and of course, they grade very leniently, otherwise a student might get his or her feelings hurt by not "earning" an A.

True anecdote: Years ago, while serving on our department's personnel committee, I bemoaned the fact that we were rewarding faculty who were extraordinarily lenient in their grading (i.e., undergraduate course GPAs = 4.0). Concomitantly I discovered that my introductory I-O course had the lowest 200-level course GPA in our 40-faculty department (i.e., 2.4). I questioned the wisdom of our department rewarding leniency. My department chair suggested that if I inflated my grades I would be more likely to receive formal recognition for my teaching. I deliberately chose not to inflate my grades.

Entertainer: The focus is on standing in front of the "audience" and keeping students laughing or otherwise attentive for the required duration of the "show."

True anecdote: Years ago I had a colleague who had a reputation for receiving stellar student ratings. I sat in on his class one day and was amused, if not disheartened, by his using the first ten minutes of class to play Tommy James and the Shondells' *Mony Mony* full blast over the lecture hall PA system while several hundred students danced in the aisles. The students seemed to have fun. I have deliberately chosen not to provide dance music in class.

Hipster: The focus is on being so cool and "one of them" that students attend class in the hopes of, say, never missing a random happy hour announcement. Be prepared to dress the part by having a closet full of trendy jeans and socially relevant t-shirts. Holding class outdoors is a must. I have never taught outdoors.

Recreation Director: The focus is for classes to be pleasant events of (mere) exposure to various aspects of a knowledge domain, punctuated with guest speakers, personal stories, captivating anecdotes, and group activities that keep people busy for the duration of the class meeting. Broad, casual surface coverage of the knowledge domain is the rule here. It is not so important

how much or what gets covered but that students stay occupied. Movie anyone? I have never shown a movie in class.

This last metaphor doesn't garner popularity, *per se*, but it may be all too common.

Pontificator: The focus is on delivering the prescribed liturgy by reading verbatim notes, or waxing philosophical, so that the sacred scholarly rituals of university education are maintained. If you choose this role, keep a pained, deep-thinking look on your face, and after you announce that your students are required to call you "Doctor," think twice about having them kiss your ring during flu season. I don't care what students call me as long as it doesn't begin with the letter "A."

Hallmark 2. Teach as if the Laws of Nature Operate 24/7.

I believe students are better "prepared" by deliberately blurring distinctions between "college" and the rest of reality. Conduct your courses as early-career professional events, not "typical" college courses. I run my 300-level Personnel Psychology course as a "professional development program," and we eschew all "college" terms (e.g., tests = certification process; professor = program facilitator; students and classmates = colleagues or fellow participants; assignments = exercises; classes = meetings). The participants are employees of a (fictitious) organization we actually name, and I am the director of human resources. My (fictitious) boss, Helen Bachagin, is the VP of HR. Her presence is felt at almost every program meeting. All writing "exercises" mirror real professional documents (e.g., executive summaries, consulting proposals, job analysis reports), and they are NOT written in APA style.

Across academic levels, I do this to varying degrees, but from the 200-level introductory lecture hall through 400-level master's seminars, I emphasize and continually reinforce a professional "culture." Sure, there are students, especially at the lower levels, who are not (yet) deliberating a professional career, but they can nevertheless benefit from this broader exposure. I continually instill in students the fact that they are CURRENTLY practicing professional skills and that their career (as yet not fully formed) has already begun.

This perspective requires one to view learning outcomes over a longer time frame because aspects of this curriculum do not kick in for several years. It does not happen routinely, but I delight in receiving a "random" e-mail from a student long since graduated reporting that "*I'm sitting at my desk at work and thinking about your tips for success. I realize they are more relevant now than ever,*" or "*I really appreciate your honesty and openness to answering our questions; it was refreshing to have someone be real about everything.*" See Hallmark #3.

Hallmark 3. Be Real, and Make It Convincing.

Students (even irresponsible ones) can smell phony. Bluster, pretense, or inept impression management are blood in the water for students looking for

meaning in their education. Determine what you can be passionately genuine about and teach that. Sure, curricular needs can get in the way, but pull out the academic freedom card and play the strongest hand you have. Give serious consideration to questioning the professional status quo.

Another way to enhance curricular instrumentality is to make everything relevant! I try to teach the practicality of theory, science as merely coherent thinking, and applied science as art. I am forever trying to have students realize that their personal theorizing is how they get through each day. I routinely quote Kurt Lewin. I refer to society's valuing people who can think coherently and that research is really just an exercise to hone those valuable skills so they pay off, literally. I characterize applied behavioral science as artful application of principles and knowledge. Equifinality rules the applied day, and saying "I don't know" is very professional, as long as you don't say it too often. I don't reach everyone, but some students remember that they later wish I had.

Another way to make applied psychology more instrumental to any student is to richly convey that our society values myriad psychological services, and this is demonstrated by remuneration for services rendered. This tip is NOT about being mercenary (thank goodness I teach at an institution where it is so easy to sidestep allegations of being mercenary). It IS about sprinkling discussions with references to real people, doing real applications, and earning real MONEY. This is not the only way to convey the instrumentality of an education, but it is the most common metric of such. Money talks, and people listen when you talk about money, if you are real about it.

Hallmark 4. Teach a Very Broad Domain of KSAOs.

Vastly expand the typical knowledge domains to explicitly include interpersonal, affective, and professional functioning. Teach a broader knowledge domain than is summarized in the table of contents of the assigned text. In other words, realize that many students will benefit from (i.e., need) instruction in a broad domain of professional functioning. This includes interpersonal norms (e.g., let people off the elevator before trying to get on; don't spit on the sidewalk; use breath mints), affective norms (e.g., develop your tolerance for ambiguity; realize that "*resentment is like taking a poison pill and waiting for the other person to die*"), and professional norms (e.g., don't just complain to your boss, suggest a solution; don't expect your coworker to be your best friend). I believe some professors view "life" as off limits and that we should stick to declarative knowledge domains circumscribed by a textbook or catalog course description. I strongly disagree!

Hallmark 5. Go for the Marshmallows.

Teach for delayed gratification, and embrace compassionate accountability (aka, tough love). There is rigor for rigor's sake, and there is rigor because you earnestly believe it is best for students. I recently heard that a dog knows if you accidentally trip over it versus kick it in spite. I'm not up on recent work in comparative cognition, but I do believe good students can be held

accountable for rigorous learning standards, and at some level “they get it.” Another way to look at this is to envision the ratio of students’ ratings of your teaching to their ratings of course “easiness.” Strive to make this ratio as large as possible. During a rigorous semester, students may report above average levels of stress, but upon reflection, like many marathoners, they report being very proud of their accomplishment. In addition to the pride, they likely know more than others about something. That’s the sweet spot!

Do not expect students to have a complete perspective on a given course during the semester of record. I believe it is best to teach so that in 3 to 5 years, your students will at times mention your name to others as having had a positive impact on them. Keep in mind that if you embrace this one, you may be sabotaging your chances for extrinsic incentives tied to short-term criterion outcomes. Grin and bear it; your marshmallows will come.

Hallmark 6. Fear Not Bimodally Distributed Student Reactions.

Perhaps it is eminently clear that the hallmarks above do not necessarily fuel grassroots student uprisings of universal popularity. In fact, the teaching model implied above is potentially polarizing. The good news is that responsible, sincere students will thrive under these conditions and be hungry for more. The bad news is that irresponsible students may be agitated out of their gourds. Oh, and remember there is more bad news. In any institution where teaching performance appraisal relies heavily (either nominally or in effect) on mean ratings of student liking gathered during the last couple of weeks of each semester, this model will not maximize one’s formal appraisal.

Hallmark 7. Dress for THEIR Success.

For many years I have worn a “professional uniform” when I teach. Nothing Armani, just a pair of pressed slacks, dress shirt, a \$12.99 tie from T. J. Maxx, and a quick whisk of the neutral shoe sponge across a pair of cordovan loafers, and off to work I go. I deliberately started to wear this “uniform” when I decided that doing so was a way to show respect for the learning process, as well as the community learning culture I wanted to cultivate. The occasional verbal jab from a colleague in his scholarly cutoffs and coffee-stained *South Park* t-shirt notwithstanding, I continue to believe that it is a symbol of professionalism that enhances the learning culture. Of course, there are many other ways to accomplish this. By the way, T. J. Maxx actually has boxed shirt and tie sets for \$24.99, and they carry women’s apparel as well.

OK, there you have some thoughts on teaching, but I saved the most important point for last. I would like to dedicate the marvel of this circumstance to Dr. J. William Hepler, a professor at Butler University for many years and the primary reason I am fortunate enough to be an I-O psychologist. He was an intrinsically motivated teacher who profoundly influenced my life, and for that I am deeply and forever grateful.



Planning Your Retirement

Milt Hakel
SIOP Foundation President

Ah, retirement!

So many of my friends describe it as the best job they've ever had. And an amazing number of 20-something and 30-something friends tell me they can't wait.

The reality is that your retirement will arrive more quickly than you expect. As you age, time passes more quickly, and accelerates as you approach your planned retirement date. But even if your 401(K) feels more like a 201(K), as has happened to so many over the last 2 years, planning is still key.

It's likely that you've thought a bit about your legacies, and you may even be among the 42% of Americans who have written a will. Have you? The SIOP Foundation would like to be among your beneficiaries.

By writing a will, you decide how your assets should be distributed. If you die without a will, your assets will be distributed according to state law. Bequests to a charity, such as the SIOP Foundation, reduce the amount of tax owed by your estate. Oftentimes you can fund your charitable objectives without decreasing the amount passed on to your heirs. With a bit of planning today, you can ensure the future of I-O psychology in your name, long after you're gone.

Perhaps the simplest way of donating to the SIOP Foundation is by naming one of the existing SIOP funds as a beneficiary in your will. In this way, you can support your favorite charitable causes and reduce your estate taxes. This option is generally known as a simple bequest, in which you designate a specific amount or a fixed percentage of cash, securities, real estate, or other assets to the Toledo Community Foundation/SIOP Funds.

Another option is a charitable remainder trust, in which you (or other named beneficiaries) receive life income payments from the invested assets. Upon your death (or the death of other income beneficiaries), the remaining principal of your trust will be used by the SIOP Foundation to achieve goals that you have established. A charitable remainder trust comes in two basic plans:

1. An annuity trust, which pays the beneficiaries a fixed dollar amount (at least 5% of the value of the contribution to the trust) annually.
2. A unitrust, which pays the beneficiaries a fixed percentage (at least 5%) of the value of the trust's assets each year. Certain types of unitrusts may be structured to pay either net income earned on investments or a specified fixed percentage.

The unitrust is often used by a donor who wants to be able to receive more income from the unitrusts as its assets appreciate (a possible hedge against inflation) and is willing to take less if the assets in the trust decline in value. The annuity trust will pay a stable income for life regardless of the performance of trust assets.

Both the charitable remainder unitrust and the annuity trust offer:

- The opportunity to name yourself, family members, or other individuals as income beneficiaries
- Lifetime (or for a term up to 20 years) payments to named beneficiaries
- A reduction in estate taxes
- An income tax deduction, based on Internal Revenue Service tables in the year the trust is established (with a 5 year carry over), based on the value of the assets used to establish the trust
- No capital gains tax on appreciated securities donated to the trust
- The opportunity to create (with the trust assets remaining after the death of the income beneficiaries) a permanent SIOP Fund at the Toledo Community Foundation that will support your goals and values in perpetuity

Yet another option: You can establish a new fund or donate to an existing SIOP Fund at the Toledo Community Foundation by contributing gifts of cash or securities. Either way, you benefit from the most advantageous charitable income tax deduction available under current law. Outright gifts of cash offer a simple and immediate way to create a SIOP fund for the benefit of I-O psychology. Securities are another means of capitalizing your SIOP fund. A gift of securities results in a tax deduction for the full fair-market appreciated value of the donated assets while avoiding any capital gains tax on appreciated securities. You may choose to create a new fund (minimum \$30,000) or donate to an existing SIOP fund with a gift of cash or securities.

As noted at the outset, planning is a key. Another key is actually acting on your plans. Your calls and questions to the SIOP Foundation are welcome. Reach us at:

The SIOP Foundation
440 E Poe Rd Ste 101
Bowling Green, OH 43402-1355
Phone: 419-353-0032
Fax: 419-352-2645
E-mail: LLentz@siop.org
E-mail: MHakel@bgsu.edu

Presidential Coin Celebrates Science and Practice

A special program has been introduced to recognize SIOP members who go beyond the call of duty and exhibit exemplary and extraordinary behavior in support of our science and practice. “This is a special recognition given by a SIOP Executive Board member for specific and demonstrable actions, events, and/or behaviors that promote SIOP’s scientist–practitioner model and bridge the gap between science and practice,” said President **Eduardo Salas**. “There is a tradition in the military of senior leadership giving such a coin to acknowledge outstanding performance. We wanted to do this as part of our effort to celebrate who we are and our accomplishments.”

The special recognition was approved by the Executive Board at their most recent meeting. This is the first award of its type for the Society.



Criteria:

- Recipient(s) must be a SIOP member.
- Coin can be given to an individual or a group (as long as all are SIOP members).
- The actions, behaviors or events must:
 - Have a direct and tangible link to both science and practice
 - Go beyond a routine event such as a presentation at SIOP conference
 - Be documentable (e.g., 2–3 sentences in *TIP*)

The coin will be given at the discretion and judgment of Executive Board members when the action, behavior, or event is witnessed (if possible). Recipients will also be highlighted at the SIOP conference award ceremony.

If you know someone you believe merits this special recognition, please e-mail Executive Director Dave Nershi at dnershi@siop.org.

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Discussing Teamwork in Tampa: 6th Leading Edge Consortium Offered Insight Into High-Performance Teams

Stephany Schings Below
Communications Manager

The 2010 LEC, “Developing and Enhancing High-Performance Teams,” brought out some of the best and brightest in the teamwork field October 22 and 23 at the Grand Hyatt Tampa Bay in sunny Tampa, Florida.

Chaired by **Gary Latham**, with cochairs **Deb Cohen** and **Scott Tannenbaum**, the 2010 LEC was a weekend full of excellent speakers, informative presentations, and numerous opportunities to participate in the discussion of high-performance teams.

Participants heard from 11 speakers on topics ranging from virtual teams and team debriefs to shared team leadership and teamwork in healthcare both in the United States and the United Kingdom. Attendees came from across the United States and the world, with some traveling from as far as France, South Korea, Chile, and the United Kingdom to attend the event.

The consortium received positive feedback from attendees, new and returning alike.

“I’ve never attended an LEC before, and I wanted to see what goes on here,” said SIOP Fellow and President-Elect **Adrienne Colella**. “I’ve heard wonderful things about it, and everything everyone has said is true. The energy is fantastic. People are really networking and getting to talk to each other in small groups, really getting to interact with the management gurus and the top-notch researchers who are doing work in the area.”

The successful practitioner speed-mentoring event that was held at the 25th annual conference was also held in conjunction with the LEC this year, providing an easy way for attendees to get some mentoring in during their stay. The event was held Thursday night before the LEC welcome reception. At the event, attendees participated in roundtable discussions with seasoned professionals on predetermined topics of interest, giving them an opportunity to seek guidance, knowledge, and wisdom from mentors who have “been there and done that.”

The LEC kicked off Friday morning with a keynote address on “Overcoming Silent Barriers to Team Performance: The Role of Organizational Learning in Shaping the Context for Team Performance and Commitment” by SIOP Fellow **Michael Beer**, chairman and founder of TruePoint, a research-based man-



Attendees enjoy an evening reception on the hotel’s patio before departing for the networking dinners at various restaurants around Tampa.

agement consultancy, and Cahners-Rabb Professor of Business Administration, emeritus, at the Harvard Business School. During his presentation, Beer stressed that these barriers, such as unclear strategy and values and an ineffective senior team, are clearly identified by organizations but are not discussed within them. He then outlined ways organizations can confront and remedy these barriers.

“We call them the silent killers,” Beer said. “Like cholesterol and hypertension, they can cause organizational heart attacks.”

After Beer’s presentation, SIOP Member **Ruth Wageman**, of Harvard University, presented “Three Essentials for Leadership Teams,” followed by SIOP Member **Kate Beatty’s** (Center for Creative Leadership) “Developing Teams to Lead Strategic Change: Lessons From the Field,” and “Creating a Culture That Allows Teams to Succeed,” presented by Col. Casey Haskins, United States Army.

The program also featured two panel presentations Friday afternoon, “Leadership and Team Effectiveness,” led by Cohen, and “Competencies, Composition, and Debriefing.” During the second panel, SIOP President and Fellow **Eduardo Salas**, University of Central Florida, presented “Evidence-Based Solutions for Team Development: Competencies and Learning Strategies,” followed by SIOP Fellow **John Mathieu**, University of Connecticut, who presented “Achieving Optimal Team Composition for Success,” and Tannenbaum, who presented “Conducting Team Debriefs That Work: Lessons From Research and Practice.”

These along with other sessions received positive feedback from first-time attendees as well as LEC veterans for their content as well as the opportunity for participation and discussion.

“I always come to the consortium because it is at the cutting edge of the best research in I-O psychology,” said SIOP Member **Wendy Becker**. “I see my friends, both applied and academic, and I always get such great material to bring back to my job.”

SIOP Member **Edward Pavur** said he enjoyed the in-depth nature of the consortium and its focus on a specific topic in the field.

“Everybody’s in the same session,” he noted. “We all get a common experience, and we can talk throughout the sessions on what we’ve learned. You just get a more in-depth experience, and I am really glad I came.”

In addition to the general sessions, attendees participated in a best practices breakout group discussion, which offered them a



Col. Casey P. Haskins chats with an attendee, SIOP Member Jerilyn Hayward, during one of several coffee breaks.



LEC attendees discuss team evaluation, effectiveness, and rewards during the best practices breakout group discussions held Friday afternoon. Attendees chose from several topics to discuss and then posted their notes for everyone to view the rest of the weekend.

chance to compare team needs and best practices with other participants. After discussing the topic of their interest in small groups, the attendees shared notes via posters that were displayed in the main meeting room the following day.

Before breaking into small groups to attend the popular “networking dinners” at a choice of six Tampa-area restaurants Friday night, everyone enjoyed a reception and the beautiful weather on the outdoor patio of the Hyatt. During several coffee breaks throughout the consortium, attendees also got the chance to discuss the sessions with other attendees and further their discussions with presenters.

SIOP Fellow **Richard Hackman** gave the closing keynote address Saturday morning on the topic of shared team leadership followed by two “applications” sessions: “Virtual Teams and Team Training/Simulation,” with speakers Cohen and Salas, and “Using Teamwork to Build a Culture of Safety in Healthcare: The DoD Journey” with Heidi King, Department of Defense Patient Safety Program. SIOP Fellow **Michael West** concluded the program with his presentation on “I-O Psychology in Health Care Services—the UK National Health Service.”

After thanking the LEC chair and co-chairs and presenting them with tokens of appreciation, SIOP Past President and 2011 LEC Chair **Kurt Kraiger** announced the theme of next year’s event, “The Virtual Workforce: Building, Connecting, and Leading,” which will take place October 14–15, 2011, at the Seelbach Hilton in Louisville, Kentucky.

We hope to see you next year in Louisville!

Attendees converse and enjoy the Friday night reception amidst the Hyatt Tampa Bay’s lovely scenery.



Speaker Michael West discusses I-O psychology’s role in the UK National Health Service.



SIOP Past President and 2011 LEC Chair Kurt Kraiger thanks 2010 Consortium Chair Gary Latham for his hard work on the event.

SIOP's 26th Conference: Chicago
A Conference Chair Welcome
April 14–16, 2011 (preconference activities on April 13)

Lisa M. Finkelstein
Northern Illinois University

Last year we had a fantastic celebration of our 25th anniversary; it's time to kickoff our next successful 25 years in style in the great city of Chicago! This year we will follow President **Ed Salas**' lead and be celebrating the science and practice that make our society what it is—a group of talented people that make an important difference in the world of work.

We have another extraordinary conference coming up, thanks to the tireless work of hundreds of amazing volunteers and our incredible Administrative Office staff. So get out your calendars or smart phones, and get ready for this sequence of events.

Immediately (as in, right now!)

Make your hotel reservations. The Hilton Chicago is a beautiful and classic landmark Chicago hotel, overlooking Grant Park, located on South Michigan Avenue (close to the museum campuses). Staying at the conference hotel provides you with the utmost convenience for all conference events. You can book online using the convenient link on the SIOP Web site conference hotel information page, or you can call 312-922-4400 (and mention that you are coming for the SIOP conference). You'll want to stay until Sunday morning if you can so you don't miss any of the closing conference events.

Register for the conference and preconference activities. To get the best conference registration rate and to receive a copy of the program book in the mail, you will need to register by **February 15**. The registration process is entirely online now, so you will no longer receive a registration booklet in the mail. And, as the workshops, pre- and postconference events, and Friday Seminars are all first come, first served, you'll want to get right on this! If you do register after February 15, you can pick up a copy of the program book at the conference while supplies last. Or, for quicker access to the information, use the online program and online conference scheduler to make your own personalized schedule.

Preconference: Wednesday, April 13, 2011

We have a number of wonderful preconference opportunities for you. See below for some brief descriptions.

Workshops. Mark your calendars! The Workshop Committee headed by **Robin Cohen** has prepared 12 outstanding workshops for the 2011 conference. These professional development opportunities include a diverse selection of innovative topics designed to meet the many different needs of our SIOP members. Check out the extraordinary panel of nationally and interna-

tionally recognized experts from both inside and outside of I-O who will be leading this year's workshops. Be sure to register early to ensure your first choices. Never been to a workshop before? Maybe this is the year to start!

Placement. The Placement Center continues to be a one-of-a-kind resource to connect hiring employers with I-O psychologists seeking new employment opportunities. Employers and job seekers get access to a database that features advancements in searching functionality to enhance the efficiency of making matches before, during, and after the conference. **Ryan O'Leary** and **Kevin Smith** manage placement activities, including the onsite component that provides meeting space to conduct interviews as well as IT resources to facilitate the interview-scheduling process. Onsite services are provided from April 13–16.

Master's Consortium. The Master's Student Consortium will be making its fifth appearance this year. The consortium is designed for students who are enrolled in master's programs in I-O psychology and OB/HRM. The program includes an impressive lineup of speakers who graduated from master's programs and have excelled as managers and consultants. This year's speakers include **Derek Berube** (Allstate Insurance Company, Illinois State University alumnus), **Nikki Blacksmith** (Gallup Inc., UNC Charlotte alumna), Chris Cancialosi (GOTHAMculture, Montclair State University alumnus), **Nate Dvorak** (Gallup Inc., Mankato State University alumnus), and Mollie Kohn (Aon-Hewitt, Missouri State University alumna). Each master's program may nominate two students per program to attend the consortium. Students will attend two workshops and a question-and-answer roundtable. Nomination forms were sent out in November to each university's program chair. If you have questions about the consortium, please contact **Pauline Velez** at Paluline.velez@allstate.com.

26th Annual Lee Hakel Doctoral Consortium. The Lee Hakel Doctoral Consortium is designed for upper level graduate students in I-O psychology and OB/HRM. Participants are generally third or fourth year students who have completed most or all coursework and are working on their dissertations. Presenters at the consortium will include academic and practitioner experts who can offer unique perspectives on the opportunities and challenges faced by I-O psychologists today, as well as on the key developmental experiences that can lay the groundwork for a successful career in I-O psychology. Doctoral programs may nominate one student per program to attend the consortium. Nomination forms will be sent out in January to the doctoral program directors. For further information on the 2011 consortium, please contact **Taylor Poling** at tpoling@forsmarshgroup.com.

Junior Faculty Consortium. The Sixth Annual Junior Faculty Consortium (JFC) is a forum for learning, sharing information, and developing collaborations. The JFC has proven to be a vital resource for SIOP's pretenure faculty members as well as those considering a career in academics. Sessions will encourage lively discussion and will cover topics such as research, teaching, funding, dos and don'ts regarding the tenure process, and advice on publishing and serving as a journal reviewer. The 2011 JFC will also include time

for discussion, networking, and socializing. The JFC changes from year to year and some participants have found value in attending multiple JFCs. Whether you would be a first-time JFC participant or a JFC regular, please join us for an informative, supportive, enlightening, and fun event. For more information, contact **Mark Frame** at MFrame@mtsu.edu.

New member/new attendee reception. Program Chair **Mariangela Battista** and Membership Chair **Kim Smith-Jentsch** invite all new SIOP members and/or first-time conference attendees to attend “How To Get the Most From the SIOP Conference.” This session is held at 5:00 p.m. Wednesday. It will start with a short introduction to the conference with many helpful tips and pointers and will be followed with some great networking and mingling opportunities (accompanied by some cocktails and appetizers!). This is a great way to meet some other new people as well as some seasoned SIOP leaders who will be there to welcome you. In addition, if you are new you may want to consider the Ambassador Program, described below.

SIOP Conference Ambassador Program. Due to the success of the 2010 inaugural year of the Ambassador Program, we are bringing it back! In an effort to welcome first-time attendees to the SIOP annual conference, we are looking for participants for the Conference Ambassador Program. This program allows new professional SIOP conference attendees (“Newcomers”) to select seasoned SIOP conference attendees (“Ambassadors”). The goal is to help the newcomer network with fellow professionals and provide a better overall conference experience for all.

Participation as an Ambassador involves only minimal effort, including the following:

1. Connect with the Newcomer at least once (a month or so before the annual conference) via e-mail or phone.
2. Meet with the Newcomer at least once onsite at the conference (coffee, a drink—whatever you prefer), and introduce him or her to one or two colleagues.

It's as simple as that! You can sign up to be an Ambassador (SIOP Fellow, Member, Associate, International Affiliate, or Retired and 2 or more years attending the SIOP conference), or as a Newcomer (first time attending the conference) through the general conference registration process. If you have any questions about the Ambassador Program please contact Kim Smith-Jentsch at Kjentsch@mail.ucf.edu.

All conference welcome reception. Finally, everyone is invited to SIOP’s general welcome reception from 6:00–8:00 p.m. Wednesday. This is a great way to connect with other conference goers.

There will still be plenty of time to enjoy the myriad fun activities this wonderful city has to offer. Our local arrangements chair, **Annette Towler**, is preparing a booklet full of ideas that you will receive in your conference bag. Just don’t stay out too late because I hope to see each and every one of you bright and early at...

The Main Event: The Conference: April 14–16

Opening plenary. The conference officially kicks off with the all-conference opening plenary session on Thursday morning, April 14. After a welcome message (yours truly), the announcement of award winners (Chair **Anna Erickson**) and the new Fellows (Chair **Wally Borman**), SIOP's incoming president, **Adrienne Colella**, will introduce SIOP President Eduardo Salas. Ed will then present a presidential address you definitely don't want to miss.

The chock-full-of-great-sessions program. As always, the “meat” of SIOP is the main program. Program Chair Mariangela Battista has been devoting countless hours and juggling many balls in the air to put together a phenomenal conference program. Please see Mariangela’s article in this issue of *TIP* for the full scoop. A few of the (many!) key highlights of the program include:

- Thursday Theme Track: “Managing HR for Environmental Sustainability”
- Saturday Theme Track: “Using Data to Influence Organizational Decisions and Strategy”
- Special Invited Speakers and Panels
- Four Friday Seminars with CE Credit
- 12 Community of Interest (COI) Sessions

Fun Run. **Paul and Pat Sackett** return as organizers extraordinaire of the Frank Landy 5K Fun Run! Set your alarm early for a 7 a.m. start on Saturday, April 16. The conference hotel overlooks Grant Park and Lake Michigan, and we’ll run a course along the lake shore with the start/finish line an easy walk from the hotel.

Networking. The program has been designed to afford multiple networking/socializing opportunities for conference attendees, so please take advantage of them! Some of these include sponsored coffee breaks during the conference (midmorning and midafternoon); general receptions on Wednesday, Thursday, and Saturday; as well as International, CEMA, and LGBT and Allies receptions. Stop by as many as you can, meet up with old friends/colleagues, and try to make some new ones!

Closing plenary. As a huge fan, I could not be more pleased to announce that the closing plenary speaker for our 26th annual conference will be Dr. Robert Cialdini. Dr. Cialdini is the consummate scientist-practitioner and a spot-on model for our celebration of science and practice. He has conducted over 30 years of research to earn an international reputation as a leading expert in the fields of persuasion, compliance, and negotiation. In fact, in the field of influence and persuasion, Dr. Cialdini is the MOST cited living social psychologist in the world today. In addition to leading a prolific academic career, Dr. Cialdini is the president of Influence At Work, an international consulting, strategic planning, and training organization based on the Six Principles of Influence. This session is sure to leave us with plenty of food for thought as we leave the conference and embark on our next postconference year in our jobs and lives.

Following Dr. Cialdini's address, President Salas will hand over the official SIOP gavel to our incoming president, Adrienne Colella, who will then give us an overview of her goals and vision for her presidency.

Closing reception. Psssssst...it's a speakeasy...do you know the password? Pay attention throughout the conference and you will! All are welcome and encouraged to join us in sending this conference out on a high note. You don't want to miss this.

Postconference

Historic Downtown: Treasures of Culture and Commerce. Join Local Arrangements Chair Annette Towler on Sunday morning for a Chicago Architectural Foundation walking tour of downtown Chicago. Come see some of the great architectural landmarks of State Street and Michigan Avenue from the late 19th/early 20th centuries. You'll visit beautiful interior treasures that even many Chicagoans don't know exist! You will hear the stories behind these architectural gems and the men and women who have added so much to the commercial and cultural life of this city. The tour will be followed by a brunch at Lawry's Prime Rib, a Chicago treasure housed in a historic mansion on the Magnificent Mile!

Fundraising effort: The House That SIOP Built. Let's build a house in New Orleans! If every SIOP member donates \$20, we can do it! Because of the economy, it's been another tough year for New Orleans residents with problems of blight still remaining, particularly for those living in low-income districts. Beginning with the New Orleans conference in 2009, SIOP has been coordinating volunteer and charity efforts to contribute to the communities we visit. We continue to raise money for Make It Right in New Orleans, a project to build homes for those who lost theirs during Hurricane Katrina. We have a team-sponsored home: The House That SIOP Built. Thus far we have raised over \$25,000 toward the \$100,000 needed. Let's make a big push this year to get this house built!

You can donate to the SIOP team house by going to the following Web site: <http://www.makeitrightnola.org/>. Click on "Donate," then on "Request a Team Home" on the right side of the page. Click on "Find a Team/Participant" on the left side of the page, type "SIOP" in the search field, click on "Search," then click on "The House That SIOP Built."

Immediately After: Post-postconference

Conference evaluation. After you have returned home and are fully (or at least partially) recovered from your incredible trip to Chi-town and SIOP 2011, expect a postconference survey from new Conference Evaluation Chair **Lynn McFarland**. We will use your feedback as we go forth with plans for SIOP 2012 in sunny San Diego.

I hope reading this has gotten you as excited for SIOP 2011 as writing it did for me. I look forward to seeing old friends and meeting many new ones in Chicago. See you soon!

SIOP's Program Lineup for the 26th Annual Conference

Mariangela Battista
Program Chair, SIOP 2011 Conference in Chicago
Pfizer, Inc.

The 2011 SIOP conference program in Chicago promises to be outstanding! We had a record number of submissions this year representing a wide range of topics. The Program Committee has been working since the last conference to assemble a compelling mix of critical I-O topics into Theme Tracks, Friday Seminars, Communities of Interest, invited speakers, and other special events. And of course the centerpiece of our conference are the hundreds of high-quality, peer-reviewed sessions addressing I-O psychology research, practice, theory, and teaching-oriented content. Below is a summary of the program followed by detail on the Saturday Theme Track, Friday Seminars, Communities of Interest, and workshops. More information is available online at www.siop.org/conference.

Theme Tracks

Theme Tracks are conferences within a conference, delving deep into a cutting-edge topic or trend and are designed to appeal to practitioners and academics. For each theme there will be multiple integrated sessions (e.g., invited speakers, panels, debates) scheduled back-to-back throughout the day in the same room. Though you may want to stay all day to take advantage of the comprehensive programming and obtain continuing education credits for participation in the full track, you may also choose to attend just the sessions of most interest to you.

- Thursday Theme: *Managing HR for Sustainability*
- Saturday Theme: *Using Data to Influence Organizational Decisions and Strategy*

Friday Seminars

The Friday Seminars are invited sessions that focus on cutting-edge topics presented by prominent thought leaders. The Friday Seminars offer CE credits and require advance registration and an additional fee. This year's seminars will present the following topics:

- *How Do You Know What Your Employees Are Going Through? Logistical, Statistical, and Practical Methods for Assessing Daily Experiences at Work*
- *Organizational Research and Grant Funding: Challenges, Benefits, and Opportunities*
- *Economic Downturn: Psychological Issues*
- *The Relevance and Viability of Subconscious Goals in the Workplace*

Master Collaboration Session

Increasing collaboration between researchers and practitioners is critical for informing organizational practice and advancing our theories. Indeed, the celebration of our science and practice is featured by **Eduardo Salas** as a key presidential theme this year. To further the collaborations between science and practice, there will be two presentations during the Master Collaboration session:

- *An Academic-Practitioner Collaboration to Create High-Engagement Executive Assessment and Development Experiences.* **Lee J. Konczak**, Senior Lecturer, Washington University in St. Louis; and **David E. Smith**, President, EASI-Consult, LLC.
- *Creating a Leadership and Management Development Framework: An Internal-External Collaboration.* **K. Adam Ortiz**, Managing Partner, Executive Leadership Consulting; and Beth Moore, Vice President of Talent Management, The Guardian Life Insurance Company.

Communities of Interest (COI) Sessions

There will be 12 outstanding Community of Interest (COI) sessions. These sessions are designed to create new communities around common themes or interests. These sessions have no chair, presenters, or discussant. Instead, they are informally moderated by one or two facilitators. These are great sessions to attend if you would like to (a) meet potential collaborators, (b) generate new ideas, (c) have stimulating conversations, (d) meet some new friends with common interests, and (e) develop an informal network with other like-minded SIOP members.

Continuing Education Credits

The annual conference offers many opportunities for attendees to earn continuing education credits, whether for psychology licensure, HR certification, or other purposes. SIOP is celebrating 30 years of being approved by the American Psychological Association to sponsor continuing education for psychologists, and SIOP was recently awarded HR Certification Institute Approved Provider status. Information about the many ways to earn CE credit at the SIOP annual conference can be found at www.siop.org/Conferences/11Con/Regbk/ce_credit_opportunities.aspx and will be continually updated as more information becomes available. (Note: SIOP is approved by the American Psychological Association to sponsor continuing education for psychologists. SIOP maintains responsibility for this program and its content.)

Featured Posters

We will showcase the top 20 rated posters at an evening all-conference reception. Come view some of the best submissions to the conference in a relaxed setting with the presenters.

Friday Invited Addresses

We have an amazing line-up of invited speakers. **Andrea Goldberg** will continue with her presentation from last year on “Social Media and the Implications for I-O Psychology.” **Laura Borgogni** and her colleagues from Italy will discuss the science and practice of I-O psychology in Italy.

We have a powerhouse panel of **Ed Lawler**, **Wayne Cascio**, **Gary Latham**, Susan Mohrman, and **Denise Rousseau** speaking on research that influences both theory and practice. **Belle Rose Ragins** and colleagues will speak on “Understanding Sexual Identity in Organizations.” The Global Task Force for Humanitarian Work Psychology, led by **Stuart Carr**, will present on “Achievements, Applications, and Controversies.”

Acknowledgments

The annual conference is an incredible team effort involving hundreds of volunteers. I am in awe of the dedication of our Program Committee members. There are key individuals in leadership roles whom I would like to acknowledge: Past Program Chair **Sara Weiner** has been an unbelievable guide and always-available mentor. I could not have done this without her support and guidance; and Program Chair-in-Training **Deborah Rupp** has taken on her new role with great enthusiasm and skill organizing the Saturday Theme Track. Sara, Deborah, and I also worked to assign four reviewers each to the nearly 1,500 submissions—an all-time high! 1,300 reviewers signed up; we are indebted to all the reviewers for their time and commitment. We also then scheduled the invited sessions and accepted peer-reviewed sessions into the many concurrent sessions available during the conference.

We all should sincerely thank the efforts of all reviewers who contribute their time in this peer-review process to ensure the quality of our conference. I would also like to thank the other Program Subcommittee chairs who contribute their expertise and significant time to their respective responsibilities: **Stephan Dilchert** and **Deniz Ones** (Thursday Theme Track), **Liu-Qin Yang** (Friday Seminars), **Jaclyn Jensen** (Call for Proposals and Flanagan Award), **S. Bartholomew Craig** (Master Collaboration), and **Laurel McNall** (Communities of Interest and Interactive Posters). As always, none of this would be possible without the outstanding coordination and efforts of SIOP Executive Director David Nershi and the outstanding Administrative Office staff. They have always been ready, willing, and available to help at a moment’s notice. I am greatly indebted to them.

Consider Donating to the House That SIOP Built

The SIOP Program Committee would like to encourage continued donations to the Make-It-Right Foundation to build homes for Hurricane Katrina victims in the 9th Ward in New Orleans. The total raised since the conference in New Orleans is an astounding \$26,000. To donate, go to www.makeitrightnola.org, click “Donate Now,” click “Make Donation,” complete the requested informa-

tion, and select “The House That SIOP Built” from the pull-down menu in the Team-Sponsored Home Options. If every conference attendee donated \$20 we would have enough to build the house. Please consider donating! We will have special outlets at the conference to make donating quick and easy.

The remainder of this article focuses on some details of the incredible programming awaiting you at our next SIOP conference. We hope to see you in the Windy City!

SIOP 2011 Thursday Theme Track

Keynote Address: Dominique Conseil, President, Aveda Corporation.

Symposium: *Green HR: Environmentally Sustainable Organizations, Jobs, and Employees.* Chair: Stephan Dilchert, Baruch College.

- ***Greening Strategic HRM Scholarship.*** Susan E. Jackson, Rutgers University.
- ***Greening of the World of Work: Implications for Career Development and the O*NET® System.*** Phil Lewis, National Center for O*Net Development.
- ***Sustainability Business Practices in the Workplace: Prevalence, Methods, and Outcomes.*** Mark J. Schmit, SHRM.
- ***A Green Workforce: Understanding and Promoting Green Behaviors.*** Deniz S. Ones, University of Minnesota.

Symposium: *Leading and Engaging Employees in Sustainable Organizations.* Chair: Cathy DuBois, Kent State University.

- ***Turning Business Leaders Into Global Citizens.*** Philip Mirvis, Center for Corporate Citizenship, Boston College.
- ***Leadership and Change Within Environmental Movement Organizations.*** Carolyn P. Egri, Simon Fraser University.
- ***Values Relevant to Leader Decision Making: Is There a Neurological Basis for Environmental Concerns?*** David Waldman, Arizona State University.
- ***Employee Engagement for Sustainable Products and Processes.*** Kevin Nilan, 3M.

Poster Session

Symposium: *Change Management and Interventions for Environmental Sustainability.* Chair: Katherine Holt, Peakinsight LLC.

- ***Meta-Analysis of Pro-Environmental Behaviors in the Workplace.*** Richard Osbaldistan, Eastern Kentucky University.
- ***Creating an Engaged Workforce Through Sustainability.*** Ante Glavas, University of Notre Dame.
- ***Leading the Green Evolution in Our Organizations.*** Katherine Holt, Peakinsight LLC.
- ***The Necessary Revolution: Individuals and Organizations Working Together to Create a Sustainable World.*** Joe Laur, Greenopolis.

SIOP 2011 Saturday Theme Track

Using Data to Influence Organizational Decisions and Strategy

This full-day program will focus on how data can be leveraged to influence strategic decision making. Sessions will explore people analytics, data-based decision making, and the skills required for infusing strategy with I-O data. The program will be interactive, including a wide range of formats such as expert panels, research symposia, and science-practice “lightning rounds.”

Introduction: Using Data to Influence Organizational Decisions and Strategy. Chair: **Deborah E. Rupp**, University of Illinois at Urbana-Champaign.

Presentation: Learning in Action: Leveraging Data From the Employee Experience to Drive Performance. Presenters: **Wayne Cascio**, University of Colorado Denver; and **Anne Herman**, Kenexa. Chair: **David Woehr**, University of Tennessee Knoxville.

Presentation: People Decisions That Support and Shape Organizational Strategy: Science and Art. Presenters: **Scott Brooks**, OrgVitality; and **Richard Vosburgh**, ArchPoint Consulting/HRPS. Chair: Anne Herman, Kenexa.

Symposium: Improving Decision Makers' Consumption of Data-Based Findings. Presenters: **Scott Highhouse**, Bowling Green State University; **Nathan Kuncel**, University of Minnesota; and **Sara Rynes**, University of Iowa. Chair: **Evan Sinar**, Development Dimensions International (DDI).

Lightning Round: Telling a Compelling Story With Data in Five Minutes. Presenters: **Elizabeth Kolmstetter**, U.S. Office of the Director of National Intelligence; **Denise Rousseau**, Carnegie Mellon University; **Jeff Facteau**, PreVisor; **Doug Reynolds**, DDI; **Brian Welle**, Google; **Steve Hunt**, Successfactors; **Rich Cober**, Marriott; **Robert Gibby**, P&G; **Rod McCloy**, HumRRO; and **Eric Heggestad**, UNC Charlotte. Chair: **Autumn Krauss**, Kronos.

Panel Discussion: What Convinces Us Doesn't Necessarily Convince Execs: What They Didn't Teach You in Grad School About Influencing. Presenters: **Nancy T. Tippins**, Valterra; **Allan H. Church**, PepsiCo; and **Kurt Kraiger**, Colorado State University. Chair: **Michelle Donovan**, Google.

Closing Keynote and Wrap-Up Session: People Analytics: Is It All in Our Heads? Presenter: **John Boudreau**, University of Southern California. Chair: **Jeff Kudisch**, University of Maryland.

SIOP 2011 Friday Seminars

Liu-Qin Yang
Portland State University

On behalf of the Friday Seminars Committee, I am delighted to invite you to register for one of the four exciting Friday Seminar sessions to be offered at the 2011 SIOP conference. These sessions cover up-to-date topics that are

important to the development of the fields of I-O psychology and organizational science. The organizational scientists leading the sessions will discuss cutting-edge research findings, methodology advancements, or skills critical for succeeding as scholars. Enrollment is limited and these sessions are expected to sell out, so register early to ensure your opportunity to participate!

The following Friday Seminars are sponsored by the Society for Industrial and Organizational Psychology, Inc. and are presented as part of the 26th Annual Conference of the Society for Industrial and Organizational Psychology, Inc. Three (3) hours of continuing education credits (CE) are awarded for participation in one (1) Friday Seminar.

If you have any questions, please contact liuqinyang@pdx.edu or 503-705-3960.

- *Duration:* Sessions are 3 hours long, and you can earn 3 CE credits for attending.
- *Enrollment:* Enrollment for each session is limited to 50 participants.
- *When:* Friday, April 15, during the morning (8:30 am to 11:30 am) or afternoon (12:00 pm to 3 pm).
- *Location:* The location will be at the conference site; the specific room will be indicated in the conference program.
- *Cost:* The cost for each Friday Seminar is \$85.00 (U.S.).
- *Registration:* You must add the Friday Seminars to your order when registering online for the conference.
- *Cancellation:* Friday Seminar fees canceled by March 31, 2011, will be refunded less a \$25.00 (U.S.) administrative fee.

Overview of Topics and Presenters

How Do You Know What Your Employees Are Going Through? Logistical, Statistical, and Practical Methods for Assessing Daily Experiences at Work. **Daniel J. Beal**, Rice University.

Coordinator: **Chu-Chiang (Daisy) Chang**, Michigan State University.

Organizational Research and Grant Funding: Challenges, Benefits, and Opportunities. **Leslie B. Hammer**, Portland State University; **Thomas F. Hilton**, National Institutes of Health, **Keith James**, Portland State University; L. Casey Chosewood, MD, Centers for Disease Control and Prevention.

Coordinator: **Michael T. Ford**, University at Albany, SUNY.

Economic Downturn: Psychological Issues. **Michael Fréssé**, National University of Singapore and University of Lueneburg, Germany.

Coordinator: **Ashley Walvoord**, Verizon Wireless.

The Relevance and Viability of Subconscious Goals in the Workplace. **Gary Latham**, University of Toronto, and **Edwin A. Locke**, University of Maryland, College Park.

Coordinator: **Burcu Rodopman**, Bogazici University, Turkey.

SIOP 2011 Communities of Interest Sessions

These are sessions designed to create new communities around common themes or interests. These sessions have no chair, presenters, or discussant. Instead, they are informally moderated by one or two facilitators.

Leadership and the Assessment of Leadership Potential. **Bob Hogan**, Hogan Assessment Systems; and **Bob Muschewske**, PDI.

Personality Testing. **John Donovan**, Rider University; and **Rich Griffith**, Florida Tech.

Environmental Sustainability. **Ann Huffman**, Northern Arizona University; **Chelsea Willness**, University of Saskatchewan; and **Stephanie Klein**, Previsor.

Virtual Teams. **Tim Franz**, St. John Fisher College; and **Stephen Zaccaro**, George Mason University.

Shifting an Organization From Current to Desired Culture. **Dan Denison**, Denison Consulting.

Online Testing. **Fritz Drasgow**, University of Illinois at Urbana-Champaign; and **Robert Gibby**, Proctor & Gamble.

Performance Management. **Elaine Pulakos**, PDRI; and **Ryan O'Leary**, PDRI.

Succession Planning. **Kevin Nash**, Aspen OD Consulting; and **Kristie Wright**, Cisco.

Coaching for Employee Development. **Magda du Preez**, Informed Talent Decisions; and **Raymond Noe**, The Ohio State University.

Developing an HR Strategy. **Ken Brown**, University of Iowa; and **Leslie Joyce**, Novelis.

The Employment Interview: Best Practices and Potential Pitfalls. **Michael Campion**, Purdue University; and **Allen Huffcutt**, Bradley University.

Compensation. **Joseph Martocchio**, University of Illinois at Urbana-Champaign.

SIOP 2011 Preconference Workshops: Wednesday, April 6

Robin Cohen
Bank of America

Coachability or Coach Ability: Coaching the “Uncoachable.” David Peterson, PDI Ninth House; Barbara Lavery, Lavery Consulting. Coordinator: Erica Desrosiers, Pepsico.

Generalizing Validity Evidence: How Is It Done and Is It Right for My Situation? Calvin Hoffman, Los Angeles County Sheriff’s Department; Piers Steel, University of Calgary. Coordinator: Cheryl Paullin, HumRRO.

Coming Full Circle With 360s: Driving and Sustaining Individual and Organizational Change. David Bracken, DW Bracken & Associates; Carol Jenkins, Assess Systems. Coordinator: Chris Lovato, Kenexa.

Doing Good Well: Putting the “I & O” Into Corporate Social Responsibility. Stuart Carr, Massey University; Katrina Boshuizen, Starbucks Coffee Company. Coordinator: Mat Osicki, IBM.

Performance Management Myth Busters: Best Practices That Don’t Work and How to Make Them Better. Elaine Pulakos, PDRI; Rose Mueller-Hanson, PDRI. Coordinator: Wanda Campbell, Edison Electric Institute.

Navigating the Legal Maze: How-Tos and How-Not-Tos in Employment Litigation. James Outtz, Outtz & Associates; Sheldon Zedeck, University of California at Berkeley; Bill Lann Lee, Lewis, Feinberg, Lee, Renaker, Jackson, P.C. Coordinator: Christina Norris-Watts, APT.

Put Your Survey on a Diet: How to Develop, Deploy, Analyze, and Justify Brief Measures of Organizational Constructs. Fred Oswald, Rice University; Jeff Stanton, Syracuse University. Coordinator: Tim McGonigle, SRA.

Creating Strong Links: Connecting Strategy, Talent Management, and Organizational Outcomes. William Schiemann, Metrus Group; Steve Ginsburgh, Universal Weather and Aviation; Wayne Cascio, University of Colorado at Denver. Coordinator: Mindy Bergman, Texas A&M University.

The Incredible Shrinking Training Program and Other Adult Learning Trends. Saul Carliner, Concordia; Marc Grainger, Credit Suisse. Coordinator: LeAnne Bennett, Credit Suisse.

Beyond the Org Chart: Classic and Contemporary Considerations in Organization Design. Michael Bazigos, IBM; Stephen Redwood, Deloitte Consulting. Coordinator: Laura Heaton, Owens Corning.

A Practitioner’s Guide to the Galaxy...of Statistical Methods: A Primer on Developments From the Last Two Decades and a Look Ahead. Dan Putka, HumRRO; Larry Williams, Wayne State University. Coordinator: Robert Gibby, Proctor and Gamble.

Individual Contributors: The “Other” Employee Group (AKA This Isn’t Your Father’s Leadership Workshop). Seth Zimmer, AT&T; Jennifer Roberts, AT&T. Coordinator: Amy Grubb, FBI.

Report From the APA Council of Representatives

August 2010

Debra A. Major
Old Dominion University

Three of four Division 14 representatives, **Ed Locke, Debra Major, and David Peterson**, attended the August APA Council of Representatives meeting in San Diego. **Howard Weiss** was unable to attend at the last minute due to an injury.

At the opening of its meeting, the council reaffirmed its 2004 policy statement in support of civil marriage for same-sex couples. “As the world’s largest organization of psychologists, we felt it was important to make a statement here and now to demonstrate APA’s unwavering support of marriage equality,” said APA President Carol D. Goodheart, EdD. “With the issue playing out so prominently in California, we are using the opportunity presented by our annual convention to present the growing body of science that is the foundation for our position and that has influenced many of the legislators, judges, and other public officials who are working to achieve this goal.”

In other action, Council received the report of the 2009 Presidential Task Force on the Future of Psychology as a STEM Discipline. The report articulates the rationale for the inclusion of psychology as a STEM (science, technology, engineering, and mathematics) discipline and recommends strategies for further communication and policy efforts to foster that recognition. The full report is available at www.apa.org/pubs/info/reports/stem-discipline.aspx. Council also received the report of the Task Force on the Psychosocial Effects of War on Children and Families Who Are Refugees From Armed Conflict Residing in the United States.

Council approved the 2011 preliminary revenue and expense budget, which estimated \$103,193,200 in revenues and \$103,311,800 in expenses. (Note that the small operating deficit is expected to be corrected for the council’s next review of the 2011 budget in February.) Council was briefed on APA publishing revenues, which have increased from \$45 million in 2000 to close to \$80 million in 2010. Approximately 60% of APA’s publishing revenue comes from the sale of licenses to the association’s electronic databases, such as PsycINFO. “APA enjoys a well-deserved reputation for quality in our scholarly publications and databases, but consumer expectation for the latest technology features is making the publishing business more competitive on a daily basis,” said APA Publisher Gary R. VandenBos. “To keep pace, we have to continually invest in our technology platforms.”

Council approved a proposal for a modified council representation plan that keeps the number of representatives from state, territorial, and provincial psychological organizations and APA divisions at 162 while also ensuring that each group has at least one voting representative. Because the proposal

requires a bylaws change, it requires a vote by the full membership. Your Division 14 representatives were not in favor of this proposal because it threatens to reduce the number of seats SIOP currently has on Council. We urge the SIOP members to vote “no” on this item when the ballot is distributed.

Ed Locke’s term on APA Council will end this December. Thank you for your service, Ed! In January, **Paul Thayer** will begin his 3-year term. Welcome!

The SIOP Store has the books you need!

The SIOP Organizational Frontier Series

Publishing books on cutting-edge theory and research derived from I-O practice.

Professional Practice Series

Informative and relevant guides to organizational practice.



Members receive 20% off the cover price of all SIOP series books online at www.siop.org/store

SIOP MEMBERS IN THE NEWS

Clif Boutelle

SIOP members have a vast amount of expertise to offer reporters, and by working with the media they are providing numerous opportunities to greatly increase the visibility of industrial and organizational psychology.

Media Resources, found on the SIOP Web site (www.siop.org), has proven to be a valuable tool for reporters looking for experts to contribute to their stories about the workplace. Members who are willing to talk with the media are encouraged to list themselves and their area(s) of specialization in Media Resources. It can easily be done online.

Members should update their listings as needed. It is particularly important that members describe their specific expertise in the space provided. Those descriptions are an immense help to reporters who are looking for sources.

In addition, Media Resources is used extensively to match SIOP members' expertise when reporters contact the SIOP office looking for experts.

Following are some of the stories using SIOP members as resources that have appeared in the media since the last issue of *TIP*.

Alice Stuhlmacher of DePaul University, **Paul Spector** of the University of South Florida, **Valerie Sessa** of Montclair State University, and **Malissa Clark** of Auburn University were featured in a November 4 story about job dissatisfaction in *EmpowHer*, a women's health publication. Not liking work can impact job performance, Stuhlmacher noted. "It might cause workers to neglect job assignments, avoid trying new things, and not servicing customers," she said. Being unhappy at work can have its mental effects, said Sessa, leading to "emotional exhaustion, irritability, reduced self-esteem, and even depression." Even if employees do not express their unhappiness, it often shows, said Spector. "Certainly if you are in a job you dislike, it's going to take a toll on your overall well-being. People who are well adjusted to life and who have a high level of well-being are likely to be satisfied in their jobs," he added. Increased work loads also lead to dissatisfaction, said Clark. "Many employees have seen their coworkers laid off, and they are uncertain about their own jobs," she said, adding that often workers are assigned to handle the job duties of departed workers.

The November issue of *Black Enterprise* magazine had an article about working mothers that quoted **Debra Major** of Old Dominion University. She said that society has moved way past the perception that women cannot combine a career and raise a family at the same time. "Women don't face an either/or choice any longer," she said, noting there are many examples of women who have successfully combined motherhood with a professional career.

The October 22 *Business News Daily* and October 27 *Science Daily* carried stories based upon research by **J. Robert Baum** focusing on the role practical intelligence plays in entrepreneurial success. He said practical intelligence is "an experience-based accumulation of skills and explicit knowledge as well as the ability to apply knowledge to solve everyday problems."

The study showed that business leaders with high practical intelligence are an indicator of likely entrepreneurial success.

Crystal Harold of Temple University and **Michelle Marks** of George Mason University completed a study on salary negotiation that has appeared in several news outlets, including the October 19 *CBS News*, October 20 *Consumer Affairs.com* and *AOL.com* as well as several radio stations. Looking at newly hired employees, the study showed that those who chose to negotiate increased their starting salaries by an average of \$5,000. "Our study results highlight the significance of effective salary negotiation and why it's important to be upfront with issues, enabling both parties to consider creative ways to find win-win solutions," Marks said. Harold added it was bad strategy to accept whatever terms the employer offers. "It's all right to negotiate," she said, adding that not negotiating can lead "to hating the organization and thinking it doesn't value you."

For a story on hiring creative workers in the October 1 issue of *Inc.* magazine, the writer sought comments from **R. Wendell Williams** of Scientific Selection in Marietta, GA, and **Scott Erker** of Pittsburgh-based Development Dimensions International. Williams acknowledged that it can be time consuming and expensive to distinguish truly creative people from among the applicant pool, so the most elaborate hiring strategies should be reserved for the most significant hires. "It's most important when it's going to cost a lot of money if the new hire turns out to be a mistake," he said. Also, when conducting interviews and tests, he said it is crucial to evaluate the entire answer, including the thought process involved, not just the result. Erker said in reviewing candidates it is worth probing for experiences not usually found in a resumé, such as traveling and living abroad. He added a variety of experiences provide opportunities to look at problems from different perspectives.

David Arnold of Wonderlic, Inc. contributed to an article on job hopping in the September–October issue of *Loss Prevention* magazine. He advocated screening job candidates to determine if they are a good fit for the organization and who are more likely to stay longer in the positions. He said the average cost to an employer in hiring a midlevel position is \$30,000, money that is lost when the employee leaves after a short period of time.

The October issue of *The New Yorker* ran a story on procrastination that included comments from **Piers Steel** of the University of Calgary. He noted that the percentage of people who admitted to difficulties with procrastination quadrupled between 1978 and 2002, an indication that putting things off until later is becoming a modern problem.

A September 27 *Wall Street Journal* article about the difficulty people have in making decisions included comments by **Richard Boyatzis** of Case Western Reserve University. He suggested that people waffling over a decision pare down the number of details they are considering and select one or a few important values on which to base the choice.

In an article on how genetics impact business leaders, the September 23 issue of *The Economist* cited some research by **Richard Arvey** of the Nation-

al University of Singapore, who has been investigating how genes interact with different types of environment to create the ability to lead others. For example, a study of identical twins suggested that genes help explain extroversion in women but not men, where the trait is instilled environmentally. Hence, it would seem that businesswomen are born and businessmen made.

Research by **Mike Aamodt** of Washington-based DCI Consulting Group was featured in a September 19 *Washington Post* article about divorce rates by occupation. He has studied personalities of law enforcement officers, and the research he and Shawn McCoy conducted sought to discover whether law enforcement officers had a higher-than-average divorce rate. They don't. The 2000 Census provided data showing that 16.35% of Americans were divorced or separated, but only 14.5% of law enforcement officers had broken marriages. Of 449 occupations, dancers and choreographers registered the highest divorce rates (43.1%), followed by bartenders (38.4%) and massage therapists (38.2%).

The September 15 *Business News Daily* and the *Daily Oklahoman* reported a story about the importance of franchise businesses in the American economy and included research by **Kim Mathe**, currently a doctoral candidate at Oklahoma State University, that showed the franchise industry lagged in the number of women who own fast-food franchises.

Matthew Barney of Infosys Leadership Institute, based in Mysore, India, was the focus of an article in the September 10 issue of *Forbes India*. Discussing the high regard for science found in the culture of India, he said industrial and organizational psychology, although following a science-based approach, is not that well known. So he has been working to give more exposure to I-O and recruit and encourage more people to take up I-O as a career.

Barney has also been featured in several other articles in the Indian press talking about developing leadership within organizations.

An article on age-based stereotypes in the September 10 issue of *One Plus* magazine, which serves the professional meetings industry, featured comments from **Ben Rosen** of the University of North Carolina, **Lisa Finkelstein** of Northern Illinois University, and **Donald Truxillo** of Portland State University. Before making judgments about people of different generations, "you have to put aside assumptions and get to know people before you determine for yourself whether or not they fit into preconceived categories," Rosen said. Finkelstein said managers need to ensure that age and generational stereotypes are included in diversity sessions. It's more socially acceptable to joke about age than race or weight, but that doesn't make it any less harmful as a stereotype, she noted. Truxillo said it is important that businesses embrace differences and create teams of people with varying strengths. "There are better ways to hire people and qualify workers than by age or generation," he said.

A study conducted by **Angela Farabee** and **Theresa Macan** of the University of Missouri at St. Louis was featured in an August 13 *Business News Daily* story about how social media is playing an increased role in hiring decisions. Candidates with Facebook profiles that contained "negative" infor-

mation were rated significantly lower than those with positive profiles and were less likely to be offered jobs even though their resumés and interviews were considered to be as good as other candidates, their study found.

When a JetBlue airline attendant swore at passengers and quit his job gained national attention, **Ben Dattner** of Dattner Consulting in New York City was asked why people do things like the airline attendant did. He appeared on an August 10 CBS-TV program and the August 12 *Today Show* on MSNBC. He said when people lose control of their workplace environment and feel they are being unfairly blamed for things, they might snap and do things they would not ordinarily do. He added it is important to step back and think about the consequences of one's actions before acting them out.

Speaking on the same subject in the August 10 *Atlanta Constitution Journal*, **Monty Grubb** of Trilogy Services in Wilmington, NC, said the flight attendant's actions were most likely the result of stress associated with the job. "I would say this person is going to have a hard time getting rehired," he said about the attendant's less than graceful exit.

A study by **Rhona Flin** of the University of Aberdeen on rudeness among health care professionals was included in an August 10 MSNBC report. Witnessing rudeness can derail an employee's day and makes people feel uncomfortable. Flin discussed the prevalence of rudeness in the operating room, reporting that 66% of workers said they were treated rudely by nurses and 53% had suffered similar treatment from surgeons. Such rudeness could put hospital patients at risk.

August stories in *EHS Today*, a publication for the environment, health, and safety industries, and *Business News Daily* featured **J. Richard Hackman** commenting on shared team leadership, a shift from traditional solo team leadership. One reason is the growing pressures leaders face in today's fast-paced workplace, which places great stress on leaders, which can be harmful to them personally as well as the organization. Hackman said the most important conditions for effective shared team leadership include a team that is mature and reasonably bounded. They must know each other's strengths and weaknesses in order to identify who to go to for specific tasks. The second condition is being inter-dependent upon one another for some specific shared purpose or goal, he said.

Adam Malamut of Marriott International was featured in the July issue of *Human Resource Executive* as one of HR's rising stars. The vice president of Talent Management at Marriott, he was cited for the implementation of a company-wide global-selection strategy (Marriott has more than 3,000 hotels in 60 countries), development of workforce analytics, and program evaluation discipline within the company's HR function. He said his current work in measuring employee performance stems from an interest in human behavior in the workplace that developed in his studies in I-O psychology while a student at Penn State and George Washington University.

Please let us know if you, or a SIOP colleague, have contributed to a news story. We would like to include that mention in **SIOP Members in the News**.

Send copies of the article to SIOP at boutelle@siop.org, fax to 419-352-2645, or mail to SIOP at 440 East Poe Road, Suite 101, Bowling Green, OH 43402.

Stephen Young
Florida Tech



Awards and Honors

Winny Shen at the University of Minnesota has won the 2010 Meredith P. Crawford Fellowship in Industrial-Organizational Psychology. This fellowship is awarded each year by the Human Resources Research Organization (HumRRO) for outstanding research potential and academic achievement and is accompanied by a \$12,000 stipend.

Texas A&M University was awarded a \$3.5 million grant from the National Science Foundation's ADVANCE Institutional Transformation Program to establish the ADVANCE Center for Women Faculty. This grant is given to develop systemic approaches for increasing the representation and advancement of women in the academic career fields of science, technology, engineering, and mathematics (STEM). The goal of this grant is to improve Texas A&M's organizational climate and quality of life for all faculty through interventions and activities involving climate change, success enhancement, and recruitment and retention. Drs. **Mindy Bergman**, **Kathi Miner-Rubino**, and **Stephanie Payne** constitute the social science team that will conduct six empirical studies on psychologically healthy workplaces and changes in implicit bias cognitions over the course of the 5-year grant.

David Chan has been elected as Fellow of the International Association of Applied Psychology. In addition to his position of deputy provost, he is director of the newly established Behavioral Sciences Institute at the Singapore Management University.

Transitions, New Affiliations, Appointments

The I-O program at Baruch College, City University of New York is pleased to announce that **Kristen Shockley** has joined the psychology department as an assistant professor. She is joining **Karen Lyness**, **Harold Goldstein**, **Joel Lefkowitz**, **Yochi Cohen-Charash**, **Rob Silzer**, **Lise Saari**, **Loren Naidoo**, and **Charles Scherbaum** on the I-O psychology faculty. Kristen recently completed her PhD at the University of South Florida.

The I-O psychology program at Central Michigan University (CMU) is pleased to add two new faculty members this year. **Kimberly O'Brien** is a graduate of the I-O program at the University of South Florida and was an assistant professor at Wayne State University for the last 2 years. She conducts research in occupational stress, mentoring, and counterproductive work

behavior. In addition, CMU added **Matt Prewett**, who is also a graduate of the University of South Florida. His research is in the area of organizational teams and technology.

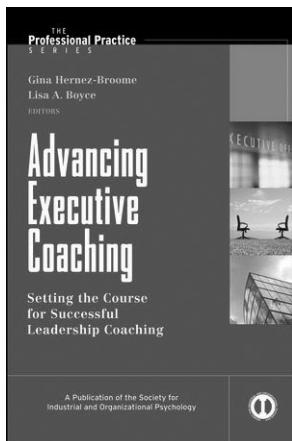
The I-O PhD program at Old Dominion University welcomes **Konstantin Cigularov** to the faculty. Konstantin received his doctorate from Colorado State University in 2008 and was a member of the I-O faculty at Illinois Institute Technology for 2 years. At ODU, he joins colleagues **Debra Major, Donald Davis, Karin Orvis, and Richard Landers**.

Well done!

Keep your colleagues at SIOP up to date. Send items for **IOTAS** to **Lisa Steelman** at lsteelma@fit.edu.

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Announcing New SIOP Members

Kimberly Smith-Jentsch
University of Central Florida

The Membership Committee welcomes the following new Members, Associate Members, and International Affiliates to SIOP. We encourage members to send a welcome e-mail to them to begin their SIOP network. Here is the list of new members as of November 21, 2010.

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WELCOME!

CONFERENCES & MEETINGS

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Please submit additional entries to David Pollack at David.Pollack@Sodexo.com.

2011

Feb. 24–27 Annual Conference of the Society of Psychologists in Management (SPIM). Napa, CA. Contact: www.spim.org. (CE credit offered.)

Feb. 27–
March 1 Annual Innovations in Testing Conference, Association of Test Publishers. Phoenix, AZ. Contact: www.innovationsintesting.org.

March 2–6 Annual Conference of the Southeastern Psychological Association. Jacksonville, FL. Contact: SEPA, www.sepaonline.com. (CE credit offered.)

March 4–6 Annual IO/OB Graduate Student Conference. San Diego, CA. Contact: cchandler@alliant.edu.

March 11–15 Annual Conference of the American Society for Public Administration. Baltimore, MD. Contact: ASPA, www.aspanet.org.

March 16–18 Annual Assessment Centre Study Group Conference. Stellenbosch, South Africa. Contact: www.acsg.co.za.

April 7–11 Annual Convention, National Council on Measurement in Education. New Orleans, LA. Contact: NCME, www.ncme.org.

April 8–12 Annual Convention, American Educational Research Association. New Orleans, LA. Contact: AERA, www.aera.net.

April 14–16 Annual Conference of the Society for Industrial and Organizational Psychology. Chicago, IL. Contact: SIOP, www.siop.org. (CE credit offered.)

May 19–22 Work, Stress, and Health 2011. Orlando, FL. Contact: www.apa.org/wsh.

May 22–25 Annual Conference of the American Society for Training and Development. Orlando, FL. Contact: ASTD, www.astd.org.

May 25–28 European Congress of Work and Organizational Psychology. Maastricht, The Netherlands. Contact: www.eawop2011.org.

May 26–29 Annual Convention of the American Psychological Society. Washington, DC. Contact: APS, www.psychologicalscience.org. (CE credit offered.)

June 2–4 Annual Conference of the Canadian Society for Industrial and Organizational Psychology. Toronto, Ontario. Contact: www.psychology.uwo.ca/csiop.

June 23–26 Industrial and Organisational Psychology Conference by the Australian Psychological Society College of Organisational Psychologists. Brisbane, Queensland, Australia. Contact: IOP <http://www.iopconference.com.au/>.

June 26–29 Annual Conference of the Society for Human Resource Management. Las Vegas, NV. Contact: SHRM, www.shrm.org. (CE credit offered.)

June 28–30 International Conference on Applied Psychology. Paris, France. Contact: <http://www.waset.org/conferences/2011/france/icap/index.php>.

July 17–20 Annual Conference of the International Personnel Assessment Council. Washington, DC. Contact: IPAC, www.ipacweb.org.

July 30–Aug. 4 Annual Convention of the American Statistical Association. Miami Beach, FL. Contact: ASA, www.amstat.org. (CE credit offered.)

Aug. 4–7 Annual Convention of the American Psychological Association. Washington, DC. Contact: APA, www.apa.org. (CE credit offered.)

Aug. 12–16 Annual Meeting of the Academy of Management. San Antonio, TX. Contact: Academy of Management, www.aomonline.org.

Aug. 31–Sept. 3 European Association of Psychological Assessment Conference. Riga, Latvia. Contact: www.eapa-homepage.org/conferences/.

Sept. 26–30 Annual Conference of the Human Factors and Ergonomics Society. San Francisco, CA. Contact: The Human Factors and Ergonomics Society, www.hfes.org. (CE credit offered.)

Oct. 14–15 SIOP Leading Edge Consortium. Louisville, KY. Contact: SIOP, www.siop.org/lec. (CE credit offered.)

Oct. 31–Nov. 5 Annual Conference of the American Evaluation Association. Anaheim, CA. Contact: AEA, www.eval.org.



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CALLS & ANNOUNCEMENTS

2011 SCP Mid-Winter Conference Consulting Psychology's Value Equation: Putting Science Into Practice January 28–30, 2011 The Wynn, Las Vegas, Nevada

The Society of Consulting Psychology (SCP) will host their annual Mid-Winter Conference at The Wynn in Las Vegas, January 28–30, 2011. In addition, pre- and postconference CE workshops will be offered on January 27 and 30.

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- John A. Byrne: CEO, C-Change Media Inc.; formerly editor-in-chief of *BusinessWeek.com*; and co-author of *Jack: Straight From the Gut*
- Chip Conley: CEO, Joie de Vivre Hospitality and author of *Peak: How Great Companies Get Their Mojo From Maslow*
- Daniel Denison: Professor, IMD, and founding partner, Denison Consulting
- Susan Mohrman: Professor, Center for Effective Organizations, University of Southern California

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Visit www.div13.org/index.php/events/conferences/mid-winter for more information or contact the co-chairs: **Rebecca Turner, PhD**, at rturner@alliant.edu or **Adam Bandelli, PhD**, at abandelli@rhrinternational.com.

Call for Papers: Special Issue of *Human Performance* *Uncovering the Nature of Applicant Faking Behavior:* *A Presentation of Theoretical Perspectives*

Guest Editors: Dr. Richard L. Griffith and Dr. Mitchell H. Peterson

Human Performance is publishing a special issue on new theories of applicant faking. Previous research relied on simple definitions of faking behavior, emphasizing empiricism without much regard to theory. Recent research suggests faking is a complex interaction of applicant characteristics,

measurement methods, and situational demands. This issue will consider papers presenting theories explaining the nature of faking, to spur theoretically driven research, which may improve understanding of personality measurement.

Topics may include:

- What is the nature of faking? How do individual differences and situational factors interact to result in faking?
- What factors increase applicants' motivation to fake? How do they interact to lead to faking?
- How do intrapsychic factors influence faking?
- What situational factors moderate faking? Why?
- What is the process of applicant faking?
- How can we use existing psychometric theory to better understand faking?
- Why should (or should not) faking behavior be related to subsequent behaviors important to the organization (e.g., job performance)?
- What are applicant lay theories regarding faking?

Papers examining similar topics will be considered, and proposals for relevant papers are encouraged. Papers should be 7,000–9,000 words in length and submitted in accordance with *Human Performance* guidelines. Prospective authors should approach the guest editors to discuss early proposals. Authors may also submit a 1,500 word proposal for review prior to submission. If two similar proposals warrant publication, proposal submitters may be invited to coauthor. Deadline for proposals is **January 10, 2011**. Deadline for article submission is **April 4, 2011**.

Contact **Richard L. Griffith** and **Mitchell H. Peterson**, **Florida Institute of Technology, 150 W. University Blvd., Melbourne FL 32901**; **grif-fith@fit.edu**, **mitchellpeterson@globeuniversity.edu**.

Call for Papers for a Special Issue of the *Journal of Managerial Psychology: Facilitating Age Diversity in Organizations*

Guest editors: Guido Hertel, University of Münster; Beatrice I. J. M. van der Heijden, Radboud University Nijmegen; Annet de Lange, University of Groningen; and Jürgen Deller, Leuphana University Lüneburg

The ongoing demographic changes in many industrialized countries create unique challenges for the management of working organizations. In particular, a constantly aging workforce and a declining number of young potentials require adaptations in many HRM strategies (e.g., staffing, leadership, career development, incentive programs, training). In addition to changes in job-related resources, attitudes, and experiences, a growing prevalence of age diversity in teams and in leader–follower interactions have to be considered. Notably, these demographic changes not only create challenges but might also offer new

opportunities due to a higher diversity of skills and perspectives at work. Although research activities on aging workers have increased over the past years, many questions are still open. Moreover, the described demographic changes are happening right now, and thus require constantly updated research as well as fast proposals on how to convert findings into HRM strategies.

This special issue provides a platform for new research on age (and aging) effects at work. Both empirical and conceptual contributions are welcome. For more information on possible topic areas, see <http://www.emeraldinsight.com/products/journals/journals.htm?id=jmp>.

Deadline for first submissions is **June 1, 2011**. Please submit manuscripts via e-mail attachment to **Kay Wilkinson**, Editorial Administrator for the *Journal of Managerial Psychology*, at kwilkinson@emeraldinsight.com together with a note that the manuscript is submitted to the special issue on “Facilitating Age Diversity in Organizations.”

Manuscripts are expected to follow the *JMP* submission guidelines (maximum of 6,000 words, etc.): http://info.emeraldinsight.com/products/journals/author_guidelines.htm?id=jmp.

In case of further questions, please contact the guest editor of the special issue: ghertel@uni-muenster.de.

Announcing the 2010–2011 James C. Johnson Student Paper Competition

The International Personnel Assessment Council (IPAC) is sponsoring its annual James C. Johnson Student Paper Competition in order to recognize the contributions of students in the field of personnel assessment. The winner of the 2010–2011 competition will be invited to present his or her paper at the 2011 IPAC Conference to be held in Washington, DC, July 17–20, 2011. The winner will receive up to \$600 in conference-related travel expenses, free conference registration, and a 1-year membership in IPAC. In addition, the university department in which the student completed his or her research will be awarded a \$500 grant, as well as a plaque commemorating the student's IPAC award achievement.

Submission may be based on any type of student paper including a thesis or dissertation. The deadline for receipt of entries is **March 21, 2011**. Papers should be submitted via e-mail to **Dr. Lee Friedman** (leefriedman1406@yahoo.com). IPAC Student Paper Competition cover sheets should be mailed (hard copy) directly to Dr. Friedman at the work address below.

NOTE: Students do not need to be a member of IPAC to enter.

For further information or for submission materials, please contact **Dr. Lee Friedman, LMI, 13481 Falcon View Court, Bristow, VA 20136. Phone: (571)-331-1388.**

POSITIONS AVAILABLE

SIOP also offers JobNet, an online service. Visit JobNet for current information about available positions and to post your job opening or resumé—<https://www.siop.org/JobNet/>.

PENN STATE UNIVERSITY, PSYCHOLOGY INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGIST. The Department of Psychology at Penn State (<http://psych.la.psu.edu/>) is recruiting (rank open) for an I-O psychologist to join our top-ranked and collegial I-O psychology program. We are particularly interested in applicants who have research and teaching interests in traditional “I” topics, including but not limited to selection, training, and job performance/evaluation. Outstanding candidates will have demonstrated success publishing in high-quality outlets and contributing to undergraduate and graduate education. Preference will be given to applicants who have one or more of the following: (a) ability to contribute to graduate training in statistics and research methods, (b) research that addresses racial or cultural diversity, and (c) a history or high potential for interdisciplinary and externally funded research. Candidates should submit a letter of application, along with statements of research and teaching interests, a CV, at least three letters of recommendation, and selected (p)reprints to **I-O Faculty Search Committee—Box N, Department of Psychology, Penn State, University Park, PA 16802** or electronically to **PsychApplications@psu.edu** with “Box N” in the subject line. For more information, contact Jim Farr (j5f@psu.edu), search committee chair. Penn State is committed to affirmative action, equal opportunity, and the diversity of its workforce.

IIT seeks a prominent scholar in I-O or related area for the **NAMBURY RAJU ENDOWED CHAIR**. Candidates must have an exceptional record of achievement. Preference will be given to candidates with expertise complementary with the current program. The individual is expected to maintain an active, externally funded program of research, publish in top-tier journals, actively engage in outreach activities, and be committed to undergraduate and graduate education. Please submit a statement of interest, research, and teaching with curriculum vitae; references will follow after initial screening.

I-O PROGRAM TENURE-TRACK ASSISTANT PROFESSOR. Ideal candidates should complement current strengths in methodology, psychometric theory, leadership, work-family conflict, diversity and cross-cultural research, and selection. Send a letter of interest, vita, three letters of recommendation, and selected publications to **I-O Search Committee, Institute of Psychology, IIT, 3105 S. Dearborn, LS 252, Chicago, IL 60616-3793**. Questions may be directed to Roya Ayman, ayman@iit.edu. Review of applicants will begin immediately and continue until the positions are filled. Illi-

inois Institute of Technology is an affirmative action/equal employment opportunity employer and is dedicated to recruiting a diverse faculty community. We welcome all qualified applicants, including women, minorities, veterans, and individuals with disabilities.

THE UNIVERSITY OF CENTRAL FLORIDA DEPARTMENT OF PSYCHOLOGY, pending budget approval, anticipates hiring for a 9-month, tenured/tenure earning, **OPEN RANK FACULTY** position on the **ORLANDO** campus. Preferred start date August 8, 2011. A PhD at start of employment required. Candidates for tenured or tenure-earning positions must also have the potential to develop a nationally recognized and fundable research program. Must have a PhD in industrial and organizational psychology or a closely related field.

Specialty area within I-O is open, but preference given to senior faculty who can serve as director of the I-O PhD program. Contact is Dr. Eduardo Salas (esalas@ist.ucf.edu). Applicants must apply for all positions online at <https://jobswithucf.com/>. Additionally, applicants should submit a letter of application, identifying the position(s) for which they are applying; a statement of teaching and research interests; evidence of teaching effectiveness; a curriculum vita; the names of three references; and sample publications. Applicants considered until the positions are filled. Please be advised that as an agency of the State of Florida, UCF makes application materials (including transcripts) available for public view. The University of Central Florida is an equal opportunity, equal access, and affirmative action employer. Send application materials to **Faculty Search Committee, Department of Psychology, P.O. Box 161390, University of Central Florida, Orlando, FL 32816-1390**.

The SIOP Foundation

Building for the Future

The SIOP Foundation provides financial support for the advancement of the field of I-O psychology. It is a structure through which members of SIOP and other donors can express their tangible support for the field with tax-deductible gifts. Its resources further the outreach of both the practice and the science of I-O psychology so that those in this field can play an increasingly vital role in fostering a productive and prosperous workplace.

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What's In a Name?

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Full, Associate, Assistant Professor of:

Industrial-Organizational Psychology, Industrial and Organizational Psychology, Organizational Psychology, Industrial Psychology, Work Psychology, (General) Psychology, Management, Organizational Behavior, and Industrial Relations

Other titles include:

HR Practice Leader, Behavioral Analyst, Behavioral Scientist, Talent Management Specialist, HR Organizational Development Specialist, Executive Coach, Career Coach, Leadership Coach, Employment Testing Professional, Testing Specialist, Tests and Measurement Specialist, Assessment and Selection Specialist, Employment Law Expert, Research Analyst (I-O Psychology)

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* Job titles compiled from jobs postings on SIOP's JobNet in 2009

Information for Contributors

Please read carefully before sending a submission.

TIP encourages submissions of papers addressing issues related to the practice, science, and/or teaching of industrial and organizational psychology. Preference is given to submissions that have broad appeal to SIOP members and are written to be understood by a diverse range of readers.

Preparation and Submission of Manuscripts, Articles, and News Items

Authors may correspond with the editor via e-mail, at lsteelma@fit.edu. All manuscripts, articles, and news items for publication consideration should be submitted in electronic form (Word compatible) to the editor at the above e-mail address. For manuscripts and articles, the title page must contain a word count (up to 3,000 words) and the mailing address, phone number, and e-mail address of the author to whom communications about the manuscript should be directed. Submissions should be written according to the *Publication Manual of the American Psychological Association*, 5th edition.

All graphics (including color or black and white photos) should be sized close to finish print size, at least 300 dpi resolution, and saved in TIF or EPS formats. Art and/or graphics must be submitted in camera-ready copy as well (for possible scanning).

Included with the submission should be a statement that the material has not been published and is not under consideration for publication elsewhere. It will be assumed that the listed authors have approved the manuscript.

Preparation of News and Reports, IOTAS, SIOP Members in the News, Calls and Announcements, Obituaries

Items for these sections should be succinct and brief. Calls and Announcements (up to 300 words) should include a brief description, contact information, and deadlines. Obituaries (up to 500 words) should include information about the person's involvement with SIOP and I-O psychology. Digital photos are welcome.

Review and Selection

Every submission is reviewed and evaluated by the editor for conformity to the overall guidelines and suitability for *TIP*. In some cases, the editor will ask members of the Editorial Board or Executive Committee to review the submission. Submissions well in advance of issue deadlines are appreciated and necessary for unsolicited manuscripts. However, the editor reserves the right to determine the appropriate issue to publish an accepted submission. All items published in *TIP* are copyrighted by SIOP.

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TIP is published four times a year: July, October, January, April. Respective closing dates for advertising are May 1, August 1, November 1, and February 1. *TIP* is a 5-1/2" x 8-1/2" booklet. Position available ads can be published in *TIP* for a charge of \$113.00 for less than 200 words or \$134.00 for 200–300 words. Please submit ads to be published in *TIP* by e-mail. Positions available and resumés may also be posted on the SIOP Web site in JobNet. For JobNet pricing see the SIOP Web site. For information regarding advertising, contact the **SIOP Administrative Office, graphics@siop.org, (419) 353-0032.**

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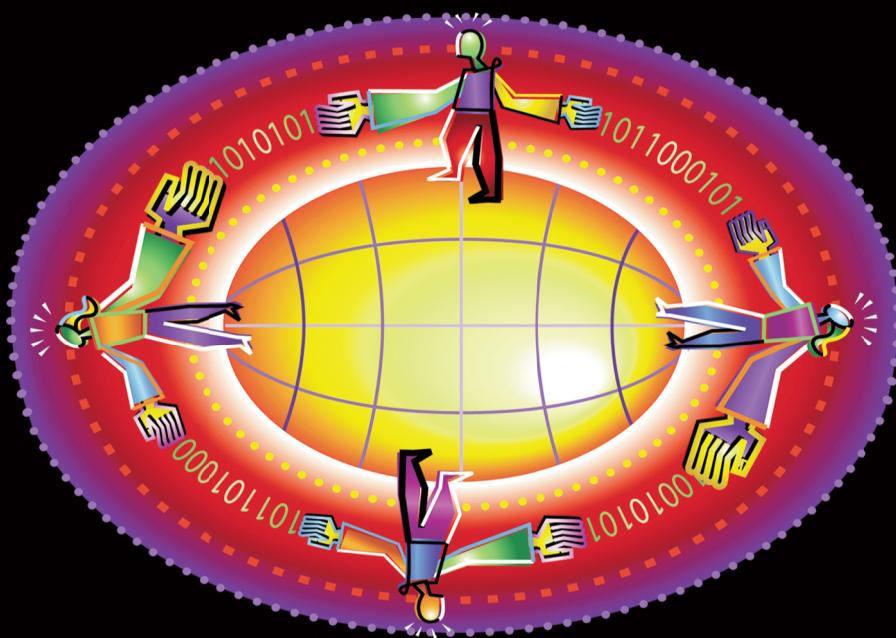
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